

TABLE LXIV.

Men teachers in primary schools.

Province.	Total No. of men teachers (1937).	Trained. (1937).			Percentage of the total trained to total No. of men teachers.		Percentage of trained teachers possessing 'higher' quali- fications to total No. of men teachers.	
		Passed Primary Stage.	Possessing higher qualifica- tions.	Total No.	1932.	1937.	1932.	1937.
Madras	94,710	22,719	45,579	68,460	59.4	72.3	27.7	48.1
Bombay	29,116	..	14,294	14,318	46.8	49.2	46.8	49.1
Bengal	86,621	3,465	24,746	28,320	28.1	32.7	22.9	28.5
United Provinces ..	38,753	3,845	24,683	28,534	66.2	73.6	55.4	63.7
Punjab	11,780	472	9,036	9,604	73.3	81.5	67.7	76.7
Burma	6,183	3,486	781	4,595	65.4	74.3	9.3	12.6
Bihar	30,042	2,550	15,371	17,931	49.1	59.7	38.5	51.1
Central Provinces and Berar.	11,156	1,141	5,849	7,074	58.5	63.4	52.0	52.4
Assam	8,117	257	2,031	2,288	31.6	28.2	25.7	25.0
North-West Frontier Province	1,010	165	609	780	57.6	77.2	55.2	60.3
Sind	4,739	..	2,046	2,046	(a)	43.2	(a)	43.2
Orissa	12,072	2,350	3,900	6,253	(a)	51.8	(a)	32.3
Coorg	324	81	188	272	74.4	83.9	42.9	58.0
Delhi	476	10	371	385	73.9	80.9	69.5	77.9
Ajmer-Merwara ..	420	12	296	314	65.9	74.7	61.7	70.5
Baluchistan ..	114	29	84	113	83.3	99.1	53.9	73.7
Bangalore ..	193	37	99	136	66.2	70.4	46.6	51.3
Other Administered Areas.	246	48	96	146	39.6	59.3	20.0	39.0
British India ..	336,072	40,670	150,059	191,569	50.3	57.0	30.4	44.3

(a) In 1932 Sind formed part of Bombay, and Orissa of Bihar.

Between 1932 and 1937 there has been a marked increase in the proportion of trained teachers to the total number of teachers in Madras, the percentage of trained teachers having advanced from 59.4 to 72.3. Coming to details, the number of trained teachers in that province ranged between 80 per cent. and 90 per cent. in eight districts, between 70 per cent. and 80 per cent. in eleven districts and between 60 per cent. and 70 per cent. in four districts. The large increase in the number of trained teachers with higher qualifications, which caused a proportionate reduction in the number of teachers with

lower qualifications, marks a very considerable improvement in the staffing of elementary schools in this province during the quinquennium. The decrease in the number of uncertificated teachers is a further sign of progress.

In Bombay, there has been a very small percentage increase in the number of trained teachers, *viz.*, from 46.8 in 1932 to 49.2 in 1937. Although there is an urgent necessity for accelerating the output of trained teachers, if the urgent need of improving the efficiency of primary schools is to be met, the progress in this direction during the quinquennium can, on the whole, be said to be encouraging.

In Bengal also, the number of trained teachers has been on the increase, and it is stated that a great deal could be done to encourage and stimulate teachers, if adequate arrangements could be made for expert and sympathetic supervision of their work from time to time; but unfortunately in this province the system of inspection is becoming progressively less effective on account of the reduction in the number of inspecting officers.

The percentage of trained teachers was 66.2 in 1932 and has now increased to 73.6 in the United Provinces. Some improvement in the quality of the teaching is also discernible. One Inspector reports that the teachers have shown appreciable improvement in those districts where the administration was reasonably satisfactory. The United Provinces Report consequently stresses the need for reorganization in the district administration of primary education.

The Punjab Report shows that despite the obvious handicaps from which the village school suffers, earnest efforts have been made to improve the quality of the teaching in primary schools. A number of assistant district inspectors were deputed to Moga in 1935 to receive training in modern methods of teaching. On their return they demonstrated these methods to the teachers in their respective sub-divisions. The Jullundur Inspector reports that there has been considerable improvement in the teaching technique in his schools as a result of the training received by assistant district inspectors and teachers at Moga. The department is also considering plans to reorganize the scheme of training of the junior and senior vernacular teachers.

In Burma, the introduction of a maximum age-limit for teachers in vernacular schools in 1932 has helped to rid the schools of old and inefficient teachers, and the revised scales of salaries sanctioned in 1934, whereby teachers are paid according to the department of the school in which they are working instead of according to their qualifications, have resulted in the employment of better qualified teachers in the primary departments. Consequently, there has been an improvement in the quality of the work in vernacular primary schools. The introduction in recent years of up-to-date text-books has also contributed towards this improvement.

In Bihar, a new syllabus for a one year's course in elementary training schools, necessitated by the introduction of a new primary school curriculum, has been introduced with effect from January 1937, and admissions have been restricted to middle-passed men only. This is replacing the old two years' course for men with upper primary qualifications. It is hoped that the men

taking the new course will be better qualified, when they pass out as trained teachers, to deal with the new syllabus.

In the Central Provinces, there has been a distinct advance in the number of trained teachers during the last ten years. There has been some improvement also in the standard of instruction but the conditions of service generally still leave much to be desired. In the Berar Circle, matriculates were admitted directly to the second year course in the three normal schools, and it is stated that if this system is continued for some years more, the general level of efficiency should be considerably raised.

It is depressing that the percentage of trained teachers has declined in Assam from 31.6 to 28.2 during the quinquennium under review. It is reported that "the fall is partly due to the action of the late Government in closing the training schools for three years—an action about which it is difficult to write politely."¹

The North-West Frontier Province has extended to two years the junior and senior vernacular courses at the training school for men at Peshawar, and it is satisfactory to learn that a better type of teacher is now becoming available.

Sind recognises that a teacher with only a vernacular passed qualification is not likely to be efficient and considers it highly desirable that each teacher should receive at least a year's training. "But the raising of the percentage of trained teachers means proportionate increase in expenditure upon their salaries; for the trained teacher has better scales of pay than the untrained teacher. Therefore, as a measure of economy the department has been restricting the out-put of trained teachers to bring the proportion to the necessary minimum, *i.e.*, 50 per cent. as fixed by the Primary Education Rules."²

The elementary training schools of North Orissa continued to give a one year's course. As this is now held to be inadequate, Government are considering the introduction of a two years' course and the employment of a better type of instructor in these schools in the near future. The course of instruction in the South Orissa schools is reported to be defective in that it ignores the nature of the child, and when the North Orissa schools are ready to work on a two years' course, it will be necessary to draw up a new common syllabus for all the elementary training schools of the province. This matter is receiving attention.

It is satisfactory to note that the percentage of trained teachers has risen in Delhi from 73.9 to 80.9. This rise is attributed partly to the elimination of uneconomical and inefficient aided primary schools in which untrained teachers were generally employed and partly to the fact that the department has now stopped the appointment of untrained teachers by laying down a rule that any such appointments in future will result in the removal of the school from the list of recognised institutions. This is clearly a step in the right direction.

24. In this connexion, the following table, which gives the number of training schools for men and their enrolment in each province, is of interest.

¹ Assam, page 44.

² Sind, page 63.

TABLE LXV.

Training schools for men.

Province.	1931-32.			1936-37.		
	No. of normal and training schools.	Students.	Total No. of men under training.	No. of normal and training schools.	Students.	Total No. of men under training.
Madras	83	10,983	10,981	72	9,940	9,925
Bombay	12	711	711	15	1,014	985
Bengal	91	2,587	2,587	88	2,642	2,626
United Provinces ..	83	1,622	1,622	52	1,432	1,432
Punjab	20	1,742	1,742	5	463	456
Burma	26	820	685	12	851	688
Bihar	83	1,676	1,676	62	1,379	1,379
Central Provinces and Berar.	10	1,053	1,053	8	800	800
Assam	6	211	211	6	333	332
North-West Frontier Province.	3	163	163	1	132	132
Sind	(a)	(a)	(a)	1	113	113
Orissa	(a)	(a)	(a)	17	640	636
Coorg .. ..	..	..	..	..	..	..
Delhi	1	40	40	1	39	39
Ajmer-Merwara ..	4	82	82	4	60	60
Baluchistan ..	1	10	10	..	..	..
Bangalore ..	1	37	37	1	38	38
Other Administered Areas.	1	86	86	1	99	99
British India ..	425	21,823	21,686	346	19,975	19,742

(a) In 1931-32 Sind formed part of Bombay, and Orissa of Bihar.

The number of training schools for men teachers has fallen by 79 and their enrolment by 1,848 during the quinquennium under review. This decrease, which is shared by the various provinces, is much to be deplored in view of the urgent need for an increased supply of trained teachers for primary schools.

Some improvement is, however, noticeable in the organization of training schools. In some provinces, an attempt has been made to select more suitable candidates for training in these institutions and to modernize the methods of instruction. The curriculum has been revised and attention is being paid to the teaching of rural knowledge with a view to enabling the pupil teachers to co-ordinate instruction with rural life and environment.

25. The following table gives the average annual cost of training teachers in provinces.

TABLE LXVI.

Average annual cost per pupil in training schools for men, by provinces.

Province.							1931-32.	1936-37.
							Rs. A. P.	Rs. A. P.
Madras	..	..	..	..	..	..	136 13 2	107 13 3
Bombay	..	..	..	..	..	..	329 9 10	233 8 7
Bengal	..	..	..	..	..	..	180 0 7	179 6 7
United Provinces	..	..	..	..	..	..	278 6 9	246 4 1
Punjab	..	..	..	..	..	..	150 14 6	149 13 8
Burma	..	..	..	..	..	..	297 14 10	89 11 6
Bihar	..	..	..	..	..	..	186 4 0	154 4 10
Central Provinces and Berar	..	..	..	..	..	..	296 2 3	271 10 0
Assam	..	..	..	..	..	..	434 10 7	181 5 1
North-West Frontier Province	..	..	..	..	..	..	254 5 7	251 1 1
Sind	..	..	..	..	..	..	(a)	323 13 2
Orissa	..	..	..	..	..	..	(a)	151 3 8
Coorg	..	..	..	..	..	..	..	..
Delhi	..	..	..	..	..	..	126 10 10	235 3 3
Ajmer-Merwara	..	..	..	..	..	..	216 7 0	389 10 4
Baluchistan	..	..	..	..	..	..	466 3 2	..
Bangalore	..	..	..	..	..	..	323 7 4	180 10 1
Other Administered Areas	..	..	..	..	..	..	234 7 8	199 9 2
British India	..	..	..	..	..	..	182 4 11	150 9 1

(a) In 1931-32 Sind formed part of Bombay, and Orissa of Bihar.

With the exception of Delhi and Ajmer-Merwara, the average annual cost of training teachers has also fallen in all the provinces.

26. It is apparent that financial stringency has had an adverse effect on the training schools. In the words of the last Review, "retrenchment in this direction is an incentive to waste, not to economy"¹ and "if wastage is to be reduced, the percentage of trained teachers should be largely increased."¹ This is a matter of the first importance and merits the serious consideration of provincial Governments.

(viii) *Compulsory education.*

27. There is no doubt that a universal system of compulsory primary education is the only real way to check wastage, provided that compulsion can be made really effective. There has been an increase in the number of areas under compulsion in the whole of British India, but provincial reports are not encouraging as regards the results of compulsion as it operates at present. The following table illustrates the position in the provinces.

TABLE LXVII.
Areas under compulsion.

Province.	1931-32.		1936-37.		
	Urban areas.	Rural areas.	Urban areas.	Rural areas.	No. of villages in rural areas under compulsion.
Madras	25	7	27	7	104
Bombay	10	2	9	1	143
Bengal	1	..	1	..	..
United Provinces	37	24	36	25	1,224
Punjab	54	2,924	63	2,981	10,450
Bihar	1	3	1	1	1
Central Provinces and Berar ..	24	7	27	8	508
Sind	(a)	(a)	1	1	613
Orissa	(a)	(a)	1	1	14
Delhi	1	10	1	9	15
Total ..	153	2,977	167	3,034	13,072

¹ 10th Q. R., page 153.

(a) In 1931-32 Sind formed part of Bombay, and Orissa of Bihar.

The comparative figures given in the foregoing table indicate that compulsion has been introduced far more extensively in the Punjab than in any other province. But the mere increase in the number of areas brought under compulsion cannot be a source of satisfaction, unless the compulsory system leads to a higher percentage of enrolment and attendance and a better flow of promotion from class to class, so that the stage of literacy is reached by a much larger number of scholars than at present. Judged by this standard, the progress of compulsion in the Punjab is said to be slow, halting and uncertain. Various reasons for this have been assigned by the inspectors, *viz.*, injudicious selection of areas, fear of arousing the hostility of parents, delay in the disposal of cases, and the inefficiency of attendance officers.

Next to the Punjab comes the United Provinces. But in this province also the percentage of admissions is much below what it should be and large numbers escape compulsion altogether. It is also reported that in municipal areas where compulsion is in operation, as many as 79 per cent. of the boys who are admitted to the infants class fall out before reaching the stage of literacy. The position of compulsory education in rural areas is worse. In these areas, out of 25,767 boys who started in the infant class in 1933-34 only 2,644 or 10·3 per cent. could get to class III by 1936-37. Compulsion has so far proved a failure, mainly because the local bodies are supremely uninterested in its success, attendance committees do not use their powers to enforce it and magistrates do not treat the cases of default as serious.

Compulsion has been introduced in Madras in 27 urban areas and in 7 rural areas. With a view to enabling the responsible authorities in these areas not only to introduce compulsion on a wider basis for all children of school-age but also to compel parents, once their children had been admitted to school, to keep them there until they had completed the course or had passed the age-limit for compulsion, the provincial Government introduced legislation in 1934 to amend the Elementary Education Act of 1920. An examination of the statistics for the existing compulsory areas indicates that the results of compulsion have varied considerably in the different localities in which it has been operating. The provincial Government are, however, prepared to persevere with the policy of gradually extending compulsion in the Province with adequate provision for making sure that compulsion will be legally enforced.

In Bombay, since the introduction of compulsion, the number of children of compulsory age on the rolls of primary schools in compulsory areas has considerably increased. The average percentage increase in the number of children of compulsory age studying in schools in compulsory areas is 56·6 per cent. But it is reported that compulsion is still not effective and that considerable propaganda is necessary before the public will co-operate willingly with the authorities in its enforcement. It is suggested that for this propaganda to have the desired effect, it is essential to improve the general standard of education and to convince parents of the value of sending their children to school.

In Bengal, only the Chittagong Municipality has adopted a scheme for compulsory education for boys within the whole municipal area, and Government contribute half the cost of the schools. As an experimental measure, the Corporation of Calcutta has also introduced compulsion in one ward of the city without receiving any subsidy from Government.

In Bihar, while compulsion has achieved some success in Ranchi town, the only urban area in which compulsion has been introduced, the experiment in rural areas has failed and the number of rural areas under compulsion has fallen from 3 to 1 during the quinquennium under review. The figure for the year ending 31st March 1937 for boys of compulsory school-going age in Ranchi town was 3,078 of whom 3,034 attended schools.

The Central Provinces Report states that the results of compulsory education have not been satisfactory. Complaints of the weakness and slackness of attendance authorities, owing to the fear of unpopularity, are frequent and in too many cases meetings are few and badly attended.

In Sind also it is reported that although numerically the compulsory scheme has been successful in enrolling more pupils, the benefit to the community at large has not been substantial. "A close study of the working of the Primary Education Act in the compulsory areas once more emphasizes the facts that a trained teacher obtains better results than an untrained one and that an efficient and honest worker attracts and retains boys without much help of law. While some schools in charge of capable and contented headmasters showed full and regular attendance and stagnation and wastage reduced to minimum, schools in charge of inefficient and indifferent teachers had all the vices of a bad school in other areas. Thus the chief thing for the achievement of the object in view is a contented and efficient teacher."¹

In Delhi also, it is stated that the provisions of the Compulsory Primary Education Act by themselves are of little help in making primary education compulsory in the real sense of the word. It is, however, satisfactory to note that the efforts of attendance officers have met with a larger measure of success in improving daily attendance.

In this connexion, the following extracts from the Burma Report are apposite:—"A section of the public would solve the problem of wastage by the immediate introduction of compulsory education, but the application of compulsion at this stage would probably result in increased wastage. Before compulsory education can be introduced with any hope of success, the ground must be prepared for it by a complete reorganization of the primary education system and by the provision of adequate funds. The premature introduction of compulsory education in Indian provinces has produced results which should serve as a warning to Burma."²

28. Another weakness in the primary schools is the very large number of "over-age" children in the various standards. As in the last Review, the figures in the table below are compiled on the basis that pupils over twelve years of age in Class IV, those over the age of eleven in Class III, those over the age of ten in Class II, and those over the age of nine in Class I should be regarded as "over-age". The application of compulsion to children so distributed would mean that large numbers of pupils would cease to come under compulsion after passing through only two standards, as in the provinces where compulsion is in force the upper age limit is usually 11.

¹ Sind, page 76.

² Burma, page 21.

TABLE LXVIII.

'Over-age' pupils (Boys and Girls) in Classes I-IV.

Provinces.	Class I.		Class II.		Class III.		Class IV.		Classes I-IV.		Percentage of over-age pupils in Classes I-IV to total No. of pupils.	
	Total No. of pupils.	'Over-age' pupils.	Total No. of pupils.	'Over-age' pupils.	Total No. of pupils.	'Over-age' pupils.	Total No. of pupils.	'Over-age' pupils.	Total No. of pupils.	'Over-age' pupils.	1932.	1937.
Madras ..	1,313,773	198,684	681,255	147,134	429,728	121,591	358,637	114,798	2,491,413	580,907	27.0	21.6
Bombay ..	379,507	58,719	205,404	42,437	183,731	42,387	146,681	35,751	915,413	170,787	17.9	10.6
Bengal ..	1,529,817	114,988	498,150	59,331	343,521	48,711	168,263	21,555	2,537,461	937,080	9.1	9.3
United Provinces ..	986,644	124,447	307,794	61,273	197,687	65,473	144,608	40,748	1,250,193	323,741	27.9	26.5
Punjab ..	404,049	58,975	197,313	42,105	102,645	30,367	118,484	22,133	872,451	102,940	20.8	18.6
Burma ..	281,724	78,131	81,272	32,805	57,339	23,149	117,309	16,168	470,816	151,313	27.6	32.1
Bihar ..	289,127	14,634	172,630	10,047	145,893	22,942	117,309	705,959	47,773	126,294	13.1	6.8
Central Provinces and Berar ..	155,976	33,067	103,082	32,156	86,214	30,398	67,287	25,043	411,559	14,642	6.4	4.5
Assam ..	143,830	5,942	73,386	3,669	58,940	2,993	46,124	2,038	322,280	17,499	24.3	23.1
North-West Frontier Province ..	42,444	7,985	13,578	3,411	10,749	3,227	9,129	2,570	75,000	17,303	•	13.5
Sind ..	57,774	6,140	28,423	4,556	22,791	3,608	10,443	2,869	128,431	21,363	•	8.0
Orissa ..	69,862	1,595	100,902	9,984	55,850	5,362	38,724	4,302	265,338	1,265	23.1	16.1
Coorg ..	3,211	250	1,933	293	1,711	342	1,516	8,369	31,297	7,309	29.2	23.4
Delhi ..	15,580	3,056	6,376	1,808	4,965	1,380	4,346	1,963	18,756	9,584	61.0	36.8
Ajmer-Merwara ..	9,047	4,779	2,047	2,047	3,307	1,689	2,162	1,069	5,204	1,886	48.0	35.8
Baluchistan ..	2,576	962	1,610	498	612	246	466	190	12,274	2,574	21.0	21.0
Bangalore ..	762	762	651	651	2,276	634	1,942	537	14,116	3,440	25.5	24.4
Other Administered Areas ..	7,221	1,502	2,453	705	2,286	625	2,146	698	1,912,000	19,9	17.8	17.8
British India ..	5,297,627	714,321	2,382,822	478,070	1,759,075	401,124	1,285,806	318,485	10,725,330	1,912,000	19.9	17.8

*In 1932 Sind formed part of Bombay, and Orissa of Bihar.

29. The following table illustrates the progress of literacy in the provinces.

TABLE LXIX.

Progress of literacy among males.

Province.	No. of boys in Class IV during					No. of boys rendered literate during the quinquennium.	
	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.	1927-32.	1932-37.
Madras	251,301	261,225	271,691	276,366	277,232	1,138,192	1,337,815
Bombay	115,590	118,398	121,455	124,142	113,969	539,290	593,554
Bengal	120,539	123,094	130,914	139,106	150,498	600,849	664,151
United Provinces ..	117,085	120,643	122,109	125,940	130,632	583,739	616,409
Punjab	96,938	99,289	98,947	99,082	101,616	442,427	495,872
Burma	27,245	26,136	27,158	27,557	27,946	120,517	136,042
Bihar	55,746	59,306	132,516	131,759	105,367	259,242	484,694
Central Provinces and Berar.	58,206	58,871	60,445	60,464	59,187	280,937	297,073
Assam	34,205	34,257	34,032	23,466	38,226	153,319	177,186
North-West Frontier Province.	6,812	6,849	7,223	7,210	7,717	29,902	35,811
Sind	(a)	(a)	(a)	(a)	15,101	(a)	15,101
Orissa	(a)	(a)	(a)	(a)	33,491	(a)	33,491
Coorg	953	947	1,097	1,010	1,061	4,793	5,068
Delhi	3,258	2,949	3,134	3,202	3,312	12,011	15,855
Ajmer-Merwara ..	1,664	1,830	1,786	1,827	1,837	6,405	8,944
Baluchistan	645	693	752	328	434	2,536	2,852
Bangalore	1,015	1,061	1,128	1,217	1,213	4,840	5,634
Other Administered Areas.	1,231	1,421	1,552	1,487	1,521	7,031	7,212
British India ..	892,433	916,969	1,015,939	1,037,063	1,070,360	4,186,030	4,932,764

(a) In these years Sind formed part of Bombay, and Orissa of Bihar.

It is encouraging that the number of boys who reach Class IV, the lowest stage at which they can be assumed to attain literacy, is steadily increasing in British India. While the total number of boys who reached Class IV during the previous quinquennium was 4,186,030, it has risen to 4,932,764. i.e., by about $7\frac{1}{2}$ lakhs, during the period under review.

30. The main obstacles in the progress towards general literacy are incomplete schools, single-teacher schools and inefficient schools. Unless these schools are properly organized and compulsion is made more universal and effective, there is little prospect of removing illiteracy in India. It is recognised that a large sum of money is necessary if the necessary improvements are to be effected, and this problem must be resolutely faced sooner or later. In the words of the Bengal Report, "after all, nations manage to find the money they need for war. A war against illiteracy has long been overdue."¹

(ix) *General.*

31. The reports received from all parts of India make it clear that during the quinquennium considerable attention has been devoted to the improvement of the curriculum of primary schools. In Madras, a special committee was appointed in 1936 for drafting syllabuses and courses of study for all the subjects taught in lower and higher elementary schools with particular reference to the requirements of rural schools; the Committee's report has been submitted to Government. In Bombay a tentative revised curriculum for primary schools has been drawn up and introduced in certain selected schools. The main difference between this new curriculum and the old one is that in the new particular stress is laid upon the importance of training a child's eye and hand as a means of developing his general intelligence. Divisional inspectors report that this new curriculum has proved a success. In 1936, the Government of Bengal also appointed a Primary Curriculum Committee with a view to devising a curriculum to provide for an effective grounding in the 3 R's, for physical training and for a reasonable rural bias to be given to the teaching in country schools. The recommendations of the Committee have been approved by the Government. In the Punjab, a revised syllabus for the vernacular final examination has been introduced in which rural science has been made a compulsory subject. A hope is expressed that it will help in popularizing education in rural areas. Measures are also being taken in Burma to reorganize the system of primary schools and their curricula. The most important event of the quinquennium in that province was, perhaps, the publication of the Report of the Vernacular and Vocational Education Reorganization Committee in 1936 in which comprehensive changes are proposed. The Report is now being considered by the provincial Government. A new syllabus has been introduced in primary schools in Bihar. This has brought about a change of considerable importance by extending the lower primary and upper primary courses from three and five years to four and six years respectively. In the Central Provinces, the aims and principles of primary education have been clearly defined and a new primary school syllabus, designed to ensure permanent literacy and to give the pupil a living interest in his environment, has been prepared. In some other provinces also, the curriculum of primary schools has been revised and made more practical and interesting.

Refresher courses for primary teachers are now being held more frequently and systematically than before.

¹ Bengal, page 41.

The teachers and pupils of primary schools are co-operating with the departments of public health and agriculture in the cause of rural uplift. The main object of this movement is to ameliorate the economic, hygienic and moral conditions of the rural population. Posters and pamphlets on the subject are distributed by primary teachers and their pupils, and lectures are arranged.

Although the condition of primary school buildings is still far from satisfactory some progress is noticeable. Madras reports the construction of 3,497 new buildings for elementary schools for boys during the quinquennium under review and the N. W. F. Province 27 new buildings by the district boards. In Bombay, 61 new buildings were completed, 36 existing buildings extended, and at the end of the year 1936-37, 35 buildings were under construction, while in Sind, 32 new buildings were constructed by the district local boards, 22 existing buildings extended, and 6 were under construction during 1936-37. New buildings have been constructed in some other provinces also.

The following extract from the Punjab Report gives a message of hope for the future :—

“ Our schools to-day are full of life and activity and the average boy is happier and healthier, has a larger number of wholesome occupations and pastimes for leisure hours than a boy ten years ago. Modern teaching methods are rendering the process of instruction brighter and more attractive. Useful handicrafts and hobbies tend not only to impress upon pupils the practical aspect of literary studies, but help to remove to some extent the odium and monotony of book-learning. Physical training and games occupy a prominent place in the daily programme of schools. Minor games are played during school hours while major games are compulsory for all boys in most schools. Gardening and floriculture are beautifying the environments of schools and developing the æsthetic taste of the pupils. Music, both vocal and instrumental, affords healthier recreation. Co-operative and Red Cross Societies are receiving encouragement. Rural uplift work is being taken up by most village schools with zeal and earnestness, and intensive work in this direction is carried on in selected areas or villages.”¹

¹ Punjab, page 16.

CHAPTER VI.

THE EDUCATION OF GIRLS AND WOMEN.

(i) *General awakening : inadequate financial support.*

A general awakening among the public to the importance of girls' education is an outstanding feature of the quinquennium under review. The prejudices which have hindered its progress in the past appear to be gradually dying away. Child marriage, which was another obstacle in the way of girls' education, has been made illegal under the Sarda Act, and there has been some relaxation of the purdah system, at any rate in so far as it affected the retention of girls at school after a certain age. Part of the problem, therefore, seems to be on the way to solution but the major issue remains and that is the provision of the funds that are required for an efficient system and particularly for the necessary supply of trained teachers.

2. The Punjab Report states that "the years 1932-37 have, from one point of view, been years of great encouragement to those interested in the progress of the education of women and girls, because during them there has been marked evidence not only of a decrease in the apathy of parents with regard to the education of their daughters, which was formerly so conspicuous, but of a very definite and wide-spread desire on their part to get them educated. At the same time they have been years of disappointment, because, owing to financial stringency, funds have not been available for expenditure as rapidly as was desirable and also possible. Much leeway has to be made up during the next quinquennium. This applies very specially to primary education for girls in rural areas."¹

3. In the same strain the Assam Report records that "the increase in the number of institutions by 31 per cent. shows the rapidly awakening interest in female education, an interest which it is regrettable that Government has done little to foster. Every report on education in India stresses the need for funds for girls' schools and colleges and above all for training schools for women, but up till now this branch of education has been very definitely neglected. It is hoped that the new Government will take a different view of their responsibilities towards the women of the province."²

4. The Bombay Report also states that "during the quinquennium, the education of girls has made steady progress not only quantitatively but also qualitatively, since it is beginning to be realized that the education of girls, particularly of older girls, should be something more than the mere imitation of the education of boys. Consequently, both Government and the public have been paying greater attention to the establishment of girls' schools, particularly girls' secondary schools, and also to the question of providing special educational facilities and extra curricula activities for girls attending boys' schools."³..... "The various conferences of women held in this province during the quinquennium have rivetted the attention of leaders in

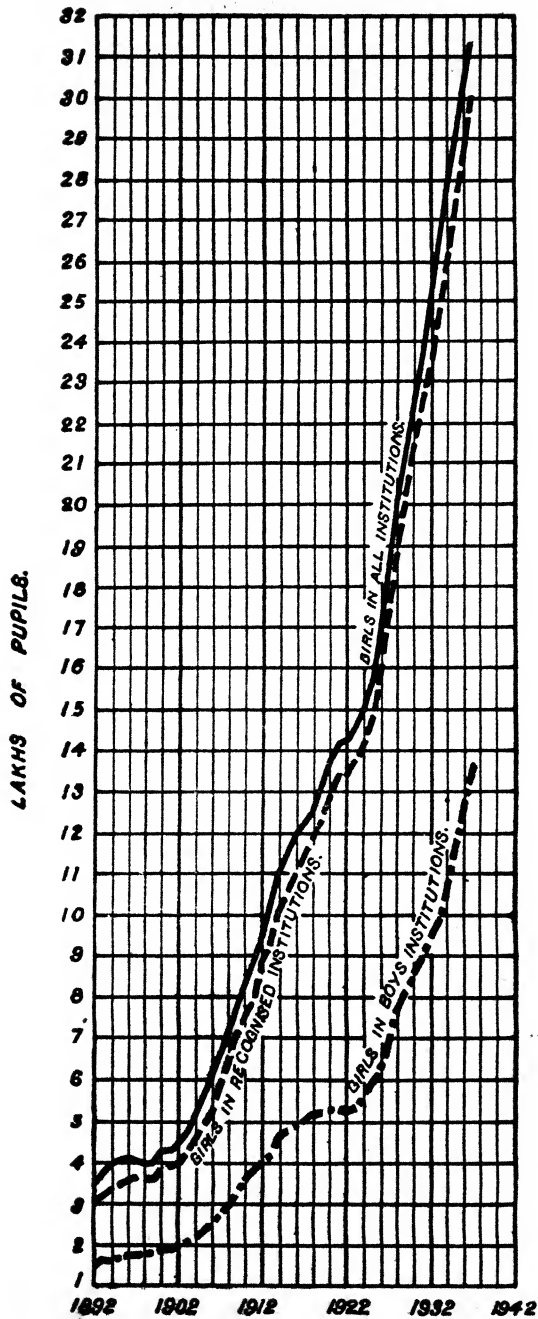
¹ Punjab, page 94.

² Assam page 51.

³ Bombay, page 169.

FIG. 8.

FEMALE EDUCATION.



public life on this subject and they made it clear that much of the money now spent on boys' and men's education will be wasted unless the education of women is brought up to the same level as that of men."¹

5. The United Provinces Report also refers to the impetus given to girls' education which "gathered momentum during the quinquennium under report. In fact girls' education has now gained the first place for consideration in all schemes for expansion. Were it not for this added interest, the progress could not have been possible during a period of such stringent financial difficulty."²

6. In the Burma Report, it is stated that the surprisingly large increases in the number of girl pupils in the last two years are indicative of a growing faith in the value of female education.

7. The Bengal Report tells a similar story. "It would appear that, both amongst the Hindus and the Muslims, the necessity of educating the girls has now been fully realized, though the advance in the case of village girls' education has not been proportionate to the advance in English education amongst the town girls. The progress made by the Muslim girls, especially in the higher stages, is most heartening. There was an increase of 462·5 per cent. in the number of Muslim girls in colleges, of 270·6 per cent. in the high stage and of 172·9 per cent. in the middle stage. . . . The Hindu girls do not show as great a *pro rata* progress as the Muslim girls; the percentage of increase in their case was 111·6 per cent. in the colleges; 111·4 per cent. in the high stage and 84·9 per cent. in the middle stage; in the primary stage, however, the Hindu girls show an increase of 30·7 per cent., 0·1 per cent. greater than in the case of Muslim girls"³. But "the contribution of funds towards the education of girls from public sources has not been keeping pace with the growth in the expenditure on women's education."⁴

8. The rapid increase in the enrolment of girls also testifies to the growing interest in their education. The following table gives the comparative figures of the enrolment of boys and girls reading in all types of institutions.

TABLE LXX.

Number of pupils according to sex in all institutions.

—		1922.	1927.	1932.	1937.	Percentage of increase between 1932 and 1937.
Males	..	6,962,928	9,315,144	10,273,888	11,007,683	..
Increase	..	..	+2,352,216	+958,744	+733,795	+ 7·1
Females	..	1,424,422	1,842,352	2,492,649	3,138,357	..
Increase	..	..	+417,930	+650,297	+645,708	+25·9

¹ Bombay, page 181.

² United Provinces, page 84.

³ Bengal, page 90.

⁴ Bengal, page 92.

While there has been an increase of 7·1 per cent. in the enrolment of boys during the quinquennium under review, there has been an increase of 25·9 per cent. in the enrolment of girls during the same period. But the disparity between the education of boys and girls is still marked as there are only 3,138,357 girls under instruction as compared with 11,007,683 boys.

The provincial figures of enrolment given in the table below are noteworthy.

TABLE LXXI.

Total number of girl pupils in all institutions.

Province.	No. of girl pupils in		Increase in the No. of girls.	Increase in the No. of boys.
	1931-32.	1936-37.		
Madras	742,536	921,489	178,953	78,036
Bombay	292,658	326,571	(a)	(a)
Bengal	559,712	733,389	173,677	248,994
United Provinces	167,011	224,688	57,677	73,504
Punjab	213,287	246,059	32,772	—80,657
Burma	216,539	230,320	13,781	15,277
Bihar	126,453	119,236	(a)	(a)
Central Provinces and Berar	66,416	84,728	18,312	21,580
Assam	62,167	91,011	28,844	58,716
North-West Frontier Province	13,551	16,956	3,405	7,015
Sind	(a)	46,454	(a)	(a)
Orissa	(a)	59,993	(a)	(a)
Coorg	3,070	3,884	814	959
Delhi	9,551	12,802	3,251	4,139
Ajmer-Merwara	4,387	5,298	911	3,227
Baluchistan	2,103	1,289	—814	—2,039
Bangalore	6,499	7,230	731	1,237
Other Administered Areas	6,709	6,960	251	38
British India	2,492,649	3,138,357	645,708	733,795

(a) In 1931-32 Sind formed part of Bombay, and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence no comparison has been made.

There has been an appreciable increase in the enrolment of girls in all the provinces except Baluchistan, which records a decrease of 814.

The largest increase is in Madras. This province has long been a pioneer in girls' education, consequently an increase of 178,953 girls under instruction is gratifying but not surprising.

Next comes Bengal with an increase of 173,677 girls on rolls. While appreciating this increase, the Bengal report sounds a note of warning. It observes that "there has been an increasing demand for girls' education; but unfortunately it does not appear as if the special needs of girls have been carefully considered. The history of men's education in the province should be a warning, lest women's education also flounder in the same morass. The symptoms are ominous and great vigilance is undoubtedly needed."¹

Baluchistan is the only province where the progress of girls' education has received a set-back. In fact their education was affected even more than that of boys by the disastrous earthquake of 1935. The schools in Quetta were destroyed, and efforts in the way of reconstruction were first directed to making provision for the boys. Temporary buildings have only recently been erected for the girls' schools, and most of them are reported to be unsatisfactory.

9. Girls are distributed in the various types of institutions as shown in the following table.

TABLE LXXII.

Enrolment of girls by institutions.

Year.	In Arts Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In special institutions.	In unrecognised institutions.	Total enrolment.
1921-22	938	25,130	85,079	1,195,892	11,184	77,580	1,395,803
1926-27	1,624	39,858	123,892	1,545,963	14,729	90,745	1,816,811
1931-32	2,966	75,479	170,997	2,073,141	18,981	123,120	2,464,641
1936-37	6,039	114,481	216,965	2,607,086	23,027	138,833	3,107,654
Increase between 1922-27.	686	14,728	38,813	350,071	3,545	13,165	421,008
Increase between 1927-32.	1,342	35,621	47,105	527,178	4,252	32,375	647,830
Increase between 1932-37.	3,073	39,002	45,968	533,945	4,046	15,713	643,013

N. B.—This table excludes statistics for Anglo-Indian and European institutions.

¹Bengal, pages 100-101.

The figures are revealing in themselves and bear testimony to the rapid progress of girls' education in India in all stages.

10. The following table shows numerically the types of institutions in which girls are receiving education.

TABLE LXXIII.
Recognised institutions for girls.

Year.	Arts Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special institu- tions.	Total.
1921-22	12	120	548	22,579	258	23,517
1926-27	18	145	656	26,621	316	27,756
1931-32	20	218	787	32,564	389	33,969
1936-37	31	297	978	32,273	404	33,989
Increase between 1922-27.	6	25	108	4,042	58	4,239
Increase between 1927-32.	2	73	131	5,943	64	6,213
Increase between 1932-37.	11	79	191	—291	24	20

N. B.—This table excludes statistics for Anglo-Indian and European institutions.

There has been an increase in the number of all types of institutions for girls during the period under review, except in the case of primary schools which show a decline of 291. This fall, being attributable largely to the policy of consolidation and the weeding out of inefficient and superfluous schools, need not detract from the generally satisfactory character of the picture. The Madras Report observes that "the decrease in the number of schools shows improvement inasmuch as the reduction has been caused by the elimination of inefficient, uneconomic and superfluous schools."¹ The Bengal Report also ascribes this to "the deliberate attempt to weed out inefficient schools."² In the Bihar Report it is stated that "the fall in the number of schools during the five years should not only occasion no anxiety but, viewed in the light of the increasing number of girls in mixed schools, it is actually a welcome sign of an undoubted improvement in the efficiency of the existing schools."³

11. The expenditure on institutions for girls and boys is shown in the tables below.

¹Madras, page 98.

²Bengal, page 89.

³Bihar, page 114.

TABLE LXXIV.

Expenditure on institutions for girls, by sources.

Year.	Government funds.	Board funds.	Fees.	Other sources.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	63,51,849	29,81,277	8,97,729	29,02,704	1,31,33,559
1926-27	81,88,066	45,06,817	14,18,784	39,15,183	1,80,25,850
1931-32	1,09,31,402	57,71,992	22,24,020	50,12,597	2,39,40,011
1936-37	1,19,54,245	63,81,889	34,68,923	51,06,925	2,69,11,982
Increase between 1921-27.	18,36,217	15,25,540	5,18,055	10,12,479	48,92,291
Increase between 1927-32.	27,43,336	12,65,175	8,08,236	10,97,414	59,14,161
Increase between 1932-37.	10,22,843	6,09,897	12,44,903	94,328	29,71,971

N.B.—This table excludes expenditure on Anglo-Indian and European institutions.

TABLE LXXV.

Expenditure on institutions for boys and girls.

Province.	Expenditure on institutions for males.			Expenditure on institutions for females.		
	1932.	1937.	Increase (+) or decrease (—).	1932.	1937.	Increase (+) or decrease (—).
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	3,54,23,350	3,51,83,299	—2,40,051	74,19,875	73,93,845	—26,030
Bombay	2,86,45,651	2,60,20,410	(a)	58,29,207	56,21,229	(a)
Bengal	2,90,26,148	3,13,25,400	+22,99,252	36,54,487	41,09,847	+4,55,360
United Provinces ..	2,23,32,981	2,33,97,536	+10,64,555	27,55,467	34,26,447	+6,70,980
Punjab	2,23,53,551	2,27,14,484	+3,60,933	28,98,606	35,24,709	+6,26,103
Burma	1,12,94,638	1,00,32,927	—12,61,711	20,24,872	17,58,327	—2,66,545
Bihar	1,23,91,319	1,14,83,000	(a)	9,21,047	9,06,471	(a)
Central Provinces and Berar.	73,51,830	80,01,324	+6,49,494	3,39,454	9,79,549	+1,40,095
Assam	33,84,687	37,92,880	+4,08,193	3,77,308	4,77,124	+99,816
North-West Frontier Province.	17,85,539	20,71,762	+2,86,223	2,45,262	3,44,734	+99,472
Sind	(a)	44,14,427	(a)	(a)	9,64,860	(a)
Orissa	(a)	30,64,713	(a)	(a)	2,65,989	(a)
Coorg	1,61,337	1,83,053	+21,716	28,963	32,794	+3,831
Delhi	13,44,921	15,10,368	+1,65,447	5,48,136	7,29,523	+1,81,387
Ajmer-Merwara ..	5,49,649	6,61,750	+1,12,101	1,67,697	1,70,464	+2,767
Baluchistan ..	2,24,249	2,66,879	—27,370	66,825	18,723	—48,102
Bangalore ..	4,08,659	4,46,051	+37,392	2,33,022	2,66,761	+23,739
Other Administered Areas	8,82,676	8,72,774	—9,902	3,13,783	2,38,499	—75,284

(a) In 1931-32 Sind formed part of Bombay, and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence no comparison has been made.

There is a steady increase in the expenditure on girls' education. It was Rs. 1,31,33,559 in 1921-22, Rs. 1,80,25,850 in 1926-27, and Rs. 2,39,40,011 in 1931-32. It has now risen to Rs. 2,69,11,982. It is not possible to state the exact amount spent on the education of girls, as a large number of girls are reading in boys' schools and expenditure on their education is debited to boys' schools. In spite of the increasing attention now being paid to girls' education,

as revealed by these figures, the tendency to allot a larger proportion of the additional funds that become available for the education of boys than that of girls remains very marked. For example, in Bengal while there was an increase of Rs. 22,99,252 in expenditure on boys' education, there was an increase of Rs. 4,55,360 only in that of girls' education. Again, in the province of Ajmer-Merwara, there was an increased expenditure of Rs. 2,767 only on girls' institutions as against Rs. 1,12,101 on boys' institutions. The Punjab and Delhi are the only provinces which spent a larger proportion of their additional funds on girls' education. In the former province, the additional expenditure on the education of girls was Rs. 6,26,103 as against Rs. 3,60,933 on that of boys. In Delhi, the corresponding figures were Rs. 1,81,387 and Rs. 1,65,447. Except in these two provinces, little effort seems to have been made to rectify the present disproportion in the expenditure on boys' and girls' education.

12. The following table indicates that owing to financial stringency the majority of the provincial Governments have not been able to maintain during the quinquennium the increase in the measure of financial support which had been given previously.

TABLE LXXVI.

Government contribution to girls' education, by provinces.

Province.	1927.	1932.	1937.	Increase between 1927-32.	Increase between 1932-37.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	30,88,857	44,71,091	47,62,654	13,82,234	2,91,563
Bombay	25,71,128	25,63,112	22,73,468	—8,016	(a)
Bengal	18,21,017	18,09,328	17,66,919	—11,689	—42,409
United Provinces ..	15,48,779	17,33,868	22,90,890	1,85,089	5,57,022
Punjab	11,91,600	17,67,122	19,91,008	5,75,522	2,23,886
Burma	6,58,299	7,98,601	6,46,482	1,40,302	—1,52,119
Bihar	4,23,525	4,25,194	5,97,662	1,669	(a)
Central Provinces and Berar.	6,38,348	6,31,457	6,51,227	—8,891	19,770
Assam	2,05,428	2,63,643	3,13,308	58,215	49,665
North-West Frontier Province.	58,087	1,51,767	2,52,226	93,680	1,00,459
Sind	(a)	(a)	3,91,754	(a)	(a)
Orissa	(a)	(a)	1,82,039	(a)	(a)
Coorg	22,123	25,491	29,711	3,368	4,220
Delhi	2,07,237	3,67,308	3,90,502	1,60,071	23,194
Ajmer-Merwara ..	23,353	55,538	57,278	32,185	1,740
Baluchistan	17,603	18,000	13,694	397	—4,306
Bangalore	1,43,999	1,86,647	1,47,004	42,648	—39,643
Other Administered Areas.	30,689	86,846	1,62,493	56,157	75,647
British India ..	1,26,50,072	1,53,55,013	1,69,20,319	+27,04,941	+15,65,306

(a) In 1926-27 and 1931-32 Sind formed part of Bombay, and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence no comparison has been made.

The general conclusion to be drawn from these statistics is that unless more funds are made available, the standard of the education of women cannot be brought to the level of that of men. It is not possible to divert any portion

of funds available for the education of boys to that of girls, nor is it possible to restrict the expansion of boys' education and to make available all the additional funds for girls' education. But until the relative positions are more even, all further schemes for expanding boys' education should proceed *pari passu* with similar schemes for increase in girls' education, and girls' education should have a prior claim on public funds where provision for both cannot be found. The Hartog Committee were also of opinion that "in the interests of the advance of Indian education as a whole, priority should now be given to the claims of girls' education in every scheme of expansion."¹

13. But for the proper development of girls' education it is essential that in any scheme of expansion, a well-thought out plan should be followed. The indiscriminate and unplanned expansion which has characterized boys' education, should not be repeated. It is a real cause for concern to note that considered opinion is that sufficient attention is not being generally paid to this matter. For example, the Bengal Report states that "there are reasons to be disquieted at the haphazard manner in which women's education is developing. Hasty ill-advised schemes are sometimes being hurried forward; women's schools that are being set up are not only replicas of the ordinary boys' schools, but in many cases they are even more inefficient."²

(ii) Co-education.

14. Almost all the provinces report an increasing measure of progress in co-education. The following table shows the percentage of girls reading in boys' schools.

TABLE LXXVII.

Percentage of girls' in boys, institutions to the total number of girls under instruction.

Province.					1927.	1932.	1937.
Madras	..	..	..	..	55.5	51.1	59.8
Bombay	..	..	..	..	33.9	36.2	39.7
Bengal	..	..	..	..	14.4	17.5	24.7
United Provinces	..	..	..	..	33.3	35.8	38.1
Punjab	..	..	..	..	8.1	11.2	10.7
Burma	..	..	..	..	78.5	81.0	82.4
Bihar	..	..	..	..	39.6	42.7	42.7
Central Provinces and Berar	..	..	..	..	35.7	38.5	42.2
Assam	..	..	..	..	52.4	50.3	52.9
North-West Frontier Province	..	..	..	..	8.6	5.9	9.4
Sind	..	..	..	..	(a)	(a)	20.8
Orissa	..	..	..	..	(a)	(a)	72.0
Coorg	..	..	..	..	68.7	60.0	71.5
Delhi	..	..	..	..	..	0.6	2.9
Ajmer-Merwara	..	..	..	..	9.0	17.2	14.6
Baluchistan	..	..	..	..	21.5	20.7	..
Bangalore	..	..	..	..	12.3	9.4	12.2
Other Administered Areas	..	..	..	..	5.3	3.3	5.5
British India					38.5	38.4	43.4

(a) In 1927 and 1932 Sind formed part of Bombay, and Orissa of Bihar

¹Hartog Report, page 347.

²Bengal, page 91.

The percentage of girls reading in boys' schools has increased from 38·4 per cent. in 1932 to 43·4 per cent. in 1937 in the whole of British India. Burma shows the largest percentage of 82·4, while Delhi has the lowest percentage of 2·9. Five years ago, this percentage in Delhi was only 0·6. The Delhi Report states that the "position of co-education is sufficiently encouraging. Conservatism is gradually dying away and an awakening for education specially among girls is discernible in the province."¹

TABLE LXXVIII.

Number of girls reading in boys' institutions and of those in girls' institutions.

Province.	No. of girls reading in boys' institutions.	No. of girls reading in girls' institutions.	Total No. of girls.
Madras	550,788	370,701	921,489
Bombay	129,536	197,941	326,571
Bengal	181,327	552,062	733,389
United Provinces	85,565	139,123	224,688
Punjab	26,432	219,627	246,059
Burma	180,686	40,634	230,320
Bihar	50,922	68,314	119,236
Central Provinces and Berar	35,777	48,951	84,728
Assam	48,136	42,875	91,011
North-West Frontier Province	1,588	15,368	16,956
Sind	14,288	32,166	46,454
Orissa	43,195	16,798	59,993
Coorg	2,776	1,108	3,884
Delhi	366	12,436	12,802
Ajmer-Merwara	773	4,525	5,298
Baluchistan .. .. .	..	1,289	1,289
Bangalore	887	6,343	7,230
Other Administered Areas	383	6,577	6,960
British India	1,362,419	1,775,938	3,138,357

¹Delhi, page 12.

The figures for Madras, Burma, Assam, Orissa and Coorg show that the number of girls attending boys' schools far exceeds the number in schools for girls.

In Bombay also, there is a very large number of girls attending boys' primary schools. The majority of these, however, are found to be studying in the infants or the first four standards of a primary school where the common objections to co-education do not arise. But in the secondary stage, there is still a considerable difference of opinion about the advisability of admitting girls into boys' schools.

In Bengal, in spite of the University's disapproval of co-education in higher secondary schools, the number of girls in boys' secondary schools is increasing.

In the United Provinces, the large increase in enrolment at the primary stage is due to the encouragement given by inspecting officers and others, and to the removal from the Educational Code of the rule which had hitherto restricted girls beyond a certain age from reading in boys' schools.

In the Punjab, the figures for co-education show that there is an increase both in the number of boys reading in girls' schools and in the number of girls reading in boys' schools. The increase in the number of girls reading in primary schools for boys may perhaps be taken as an indication that there is some slackening in the rigidity of the social system, which rendered co-education difficult even at the primary stage in that province.

The Central Provinces Report observes that in 1935 girls were admitted on equal terms with boys into Anglo-vernacular schools, and it is reported that in attainment they are in no way inferior to boys. Any prejudice that existed against the admission of girls into Anglo-vernacular schools is fast disappearing.

15. Co-education is an economic way of making education possible for a large number of girls in areas where they have no schools of their own. But if the educational advantages, which its advocates claim for the system, are to be obtained, it is essential that the staffs in all co-educational institutions should contain a reasonable proportion of women. While some thing has been done in Madras and the Punjab in this direction by engaging married couples in the same schools, no serious efforts appear to have been made in other provinces. Bombay reports that very few of such schools employ women teachers and that most of the schools, in which both boys and girls are to be found, are co-educational only in a restricted sense. The United Provinces Report also states that at present there are only a few women engaged in those boys' schools to which girls are admitted and suggests that the problem of securing women teachers for these schools is one which needs immediate attention. Bengal also considers that there are definite advantages in having boys and girls in the same school provided there is at least one woman teacher on the staff.

16. The Punjab Report is in favour of encouraging co-education at the primary stage because "the province cannot afford separate schools for boys

and girls in the majority of villages. Hence, in many cases, the alternative is not between co-education and a separate girls' school, but between co-education and no education at all for girls. It is obvious, however, that the fact that a handful of girls read in a boys' school does not make that school a co-educational one. A school is not co-educational in the real sense of the word unless there is a mixed staff and a fair proportion between girls and boys. At the lower primary stage, the ideal is almost certainly a mixed school in charge of women teachers, since women, if well qualified and trained, are certainly better teachers of little boys than men are."¹ With this end in view, the Punjab is training the wives of teachers at Lyallpur and Jullundur in two batches of 20 as a first step towards creating a supply of women teachers for co-educational schools.

17. The Government of Bihar also have reaffirmed their policy of co-education at the lower primary stage as the best solution of the question of the early education of girls. They have also introduced an age limit for the admission of boys to primary schools and it is contemplated that no boy above the age of 10 should ordinarily be found in a lower primary school. They have further decided that in order to encourage co-education at the primary stage, local bodies might grant capitation allowances, as far as their funds permit, to the teachers of boys' schools for teaching girls (who pay no fee) in classes above the infant class. Several local bodies are paying such allowances, but one inspector of schools remarks that "the growth of co-education does not require the artificial aid of the capitation allowance, since girls' education is getting genuinely popular due to the increasing demand for educated brides by young men who now have some voice in the settlement of their marriages."²

18. The Women's Education Committee of the Central Advisory Board of Education, which examined in 1936 the question of girls' primary education in India, also considered that co-education at the primary stage should be the ultimate aim in all small rural areas but where the numbers of children were large, separate schools were desirable. They emphasized the importance of appointing women teachers in mixed schools and recommended that in mixed schools or boys' schools where women teachers were appointed, at least two should be posted to the same school.

(iii) *Primary Education.*

19. Wastage among girls is even greater in primary education than among boys. Whereas out of every 100 boys, 27·7 reach class IV, where literacy may be expected, only 14·3 per cent. of girls who enter schools get to class IV in the whole of British India. The provincial figures are of interest.

¹ Punjab, page 97.

² Bihar, page 121.

TABLE LXXIX.

Wastage among girls in Primary Classes.

Province.	Number of girls in				Proportion of girls in.	
	Class I 1933-34.	Class II 1934-35.	Class III 1935-36.	Class IV 1936-37.	Class I 1933-34.	Class IV 1936-37.
Madras	432,265	156,970	110,355	79,425	100	18·4
Bombay (including Sind)	125,760	55,826	47,291	37,054	100	29·5
Bengal	448,673	110,394	61,607	17,765	100	4·0
United Provinces ..	112,165	35,994	21,891	13,411	100	12·0
Punjab	87,754	26,773	21,123	16,868	100	19·2
Burma	130,263	32,566	21,326	12,514	100	9·6
Bihar (including Orissa)	84,626	33,761	23,351	17,775	100	21·0
Central Provinces and Berar.	36,781	14,765	11,113	8,100	100	22·0
Assam	28,966	12,566	10,242	7,898	100	27·3
North-West Frontier Province.	8,599	2,044	1,723	1,412	100	16·4
Coorg	921	611	574	433	100	47·0
Delhi	5,091	1,418	1,267	1,034	100	20·
Ajmer-Merwara ..	2,170	460	469	325	100	15·0
Baluchistan	1,094	292	28	32	100	2·9
Bangalore	2,194	1,289	882	729	100	33·2
Other Administered Areas.	2,566	722	676	625	100	24·4
British India ..	1,598,453	486,509	334,639	215,400	100	14·3

20. Various explanations are given of this deplorable state of affairs. The Bombay Report ascribes it to the fact that "parents feel that there is less need for their girls to be educated than their boys and also because the girls are more useful in their homes than boys are."¹ The writer of the Sind Report attributes it, among other reasons, "to purdah system on the one hand and inefficiency of girls' schools in general on the other."²

The Punjab Report states that "stagnation and wastage are almost certainly chiefly caused by the combined effects of cramped and gloomy accommodation, and unsuitable teachers, while contributory causes in the case of the former are that many children are not properly fed before they come to school and frequently do not have nearly enough sleep at the proper time. In some cases

¹ Bombay, page 176.² Sind, page 126.

this must be due to poverty. In many others, however, it is due to lack of thoughtful provision for the needs of children by their mothers."¹

The Assam Report observes that "of course such wastage is deplorable, but when one considers that most of the women teachers have only been educated to the primary stage themselves and that the large majority are untrained, the results are not as bad as might be expected."²

Delhi attributes wastage partly to poor attendance, but mostly to uninteresting methods of teaching in the Kindergarten classes, where children are dealt with in masses and individual attention is not paid to them. The writer of the Delhi Report suggests that at present the only remedy lies in improving the methods of teaching the Kindergarten and lower primary classes.

Inefficient schools, poor attendance and uninteresting methods of teaching are no doubt the main causes of wastage. But much of the waste is due to incomplete schools which break up before class IV, the lowest stage at which literacy may be expected. The same is true of a large number of single-teacher schools. As shown in the table below, there are still over twenty thousand single-teacher primary schools for girls with an enrolment of over 6 lakhs pupils. Of these over 13 thousand schools with over 4 lakhs pupils are in Bengal. This accounts for the low percentage (*i.e.*, 4.0) of the children who reach class IV in that province.

TABLE LXXX.

Single-teacher primary schools for girls, 1936-37.

Province.	No. of single-teacher primary schools for girls.	Enrolment.
Madras	1,252	41,094
Bombay	306	12,602
Bengal	13,663	406,178
United Provinces	957	29,227
Punjab	856	27,624
Burma	390	19,122
Bihar	1,724	38,561
Central Provinces and Berar	52	1,869
Assam	570	19,671
North-West Frontier Province	31	958
Sind	153	4,652
Orissa	230	5,497
Coorg	2	93
Delhi	4	170
Ajmer-Merwara	13	418
Baluchistan .. .. .	..	..
Bangalore .. .. .	..	..
Other Administered Areas .. .. .	..	..
British India	20,203	607,826

¹ Punjab, page 99.

² Assam, page 52.

21. There are, however, some signs of improvement. The enrolment of classes IV and V, where literacy is attained, is steadily increasing. The total enrolment of girls in class IV has risen by 81,723 from 133,677 in 1932 to 215,400 in 1937, and in class V by 45,369 from 69,751 to 115,120. The provincial enrolment in these two classes is shown in the following table.

TABLE LXXXI.
Girls in class IV and class V.

Province.	Class. IV.			Class V.		
	1932.	1937.	Increase (+) or decrease (—).	1932.	1937.	Increase (+) or decrease (—).
Madras ..	49,018	70,425	+30,407	20,752	35,559	+14,807
Bombay ..	26,894	32,712	(a)	17,888	23,942	(a)
Bengal ..	9,828	17,765	+7,937	5,951	11,244	+5,293
United Provinces	7,328	13,411	+6,083	4,764	8,969	+4,205
Punjab ..	11,897	16,868	+4,971	8,943	13,553	+4,610
Burma ..	11,356	12,514	+1,158	3,249	3,834	+585
Bihar ..	2,573	12,542	(a)	1,602	3,750	(a)
Central Provinces and Berar.	5,603	8,100	+2,497	980	1,953	+973
Assam ..	5,509	7,898	+2,389	3,410	5,616	+2,206
North-West Fron- tier Province.	1,113	1,412	+299	451	617	+166
Sind ..	(a)	4,342	(a)	(a)	2,358	(a)
Orissa ..	(a)	5,233	(a)	(a)	1,547	(a)
Coorg ..	387	433	+46	275	321	+46
Delhi ..	734	1,034	+300	538	789	+251
Ajmer-Merwara	229	325	96	105	180	75
Baluchistan ..	139	32	—107	87	17	—70
Bangalore ..	534	729	+195	466	511	+45
Other Adminis- tered Areas.	535	625	+90	290	360	+70
British India	133,677	215,400	+81,723	69,751	115,120	+45,369

(a) In 1931-32 Sind formed part of Bombay, and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence no comparison has been made.

(b) This large increase is mainly due to the change of classification.

22. The conditions of primary schools for girls vary considerably from province to province: in some there are encouraging signs of improvement, in others little in the way of progress can be detected.

Madras reports an appreciable advance in the staffing of elementary schools for girls with the increased employment of teachers with higher qualifications. The number of secondary grade trained teachers rose from 737 to 1,140 and that of higher elementary grade trained teachers from 6,107 to 7,995. There was also a marked improvement in the accommodation of elementary schools during the quinquennium. Nine new buildings were constructed by municipalities, 15 by local boards, 31 by mission and 147 by non-mission agencies. Improvement was also noticeable in the equipment of schools managed by municipalities and missions, though little progress is reported in this respect in the schools under district board management.

In the Punjab also better conditions can be recorded in many schools. With the increase in the inspectorate, assistant inspectresses have been able to give more attention to the condition of school buildings with the result that in some cases they have been able to persuade local bodies to shift their schools into better buildings and in others to persuade individuals to give land and erect simple buildings for district board schools. But very many municipal, district board and aided schools are still housed in most unsatisfactory buildings. In many primary schools, where some or all of the teachers are trained, the standard of teaching has been appreciably raised. In the better schools handwork receives more attention than formerly. But many primary schools are still partially or wholly staffed by untrained teachers.

In Delhi there has been marked progress in the standard of work in all the girls' schools, which is ascribed to the larger number of trained women teachers now employed.

In the United Provinces, the condition of primary schools has remained more or less the same. The need here as elsewhere is for better qualified teachers and more suitable premises. The present policy in the province is not to open more primary schools in rural areas where girls' education is almost entirely confined to the primary stage but to develop existing schools, particularly as the necessity for more schools has been relieved by the spread of co-education. In urban areas, where co-education has been adopted only at the university stage, more primary schools have been opened. A large majority of these new schools are in compulsory areas. The advance, however, in primary education for girls during the quinquennium is said to have been inconsiderable. The general trend of expansion has been more in the higher stages of education, and whatever funds were available were concentrated on the improvement of middle schools and high schools, which have shown an appreciable improvement in all directions. Material conditions are also reported to be deplorable. The average village school-house is not only overcrowded but insanitary. Attempts are, however, being made to remedy this state of affairs, and a sum of Rs. 2,00,000 was given to over forty district boards for the building of new village school houses or for the extension of old ones.

The Bengal Report depicts the present state of girls' primary education in that province as very unsatisfactory. Girls' primary schools are, it is said even more inefficient than the boys' schools. One inspectress states: "It must be remembered that the key to any lasting improvement must come through the establishment of a first rate system of primary education for all. On this rock alone can educational progress of any country be built. At present in Bengal, the high schools for girls are fighting a losing battle against insecure foundations laid in inefficient primary schools. Little wonder then that their work often becomes in turn a dull and meaningless routine, pursuing the fetish of examination success as its only goal."¹

In the Central Provinces, primary education in the interior is making little headway and there is little co-operation on the part of parents. One inspectress reports that "in most schools staffs are not as helpful as they should be."² It is further reported that "the policy of placing girls' primary education in charge of local bodies does not promise to be successful as most of them maintain an attitude of passive resistance."²

The N. W. F. Province also reports that "municipal committees do not realize the importance of having trained teachers for the babies—all they consider is the cost; and the new schools are generally entrusted to girls who have passed only the primary examination and have no experience of teaching, because they need be paid only Rs. 17 per mensem (20 less 15 per cent. cut)"³.

Delhi complains that "the rural area receives a stepmotherly treatment with regard to female education. It forms 31 per cent. of the total population of the province but it gets only 1.6 per cent. of the total amount of money spent on girls' education in the province. Government contribution amounts to 51 per cent. of the total direct expenditure on girls' education, but the percentage of Government contribution to girls' education in rural areas hardly comes to 3 per cent."⁴

23. It is discouraging to find that in many cases girls are still being neglected by the local bodies which are generally responsible for primary education. In 1936, the Women's Education Committee of the Central Advisory Board of Education also considered that the control of local bodies over girls' education in some provinces had not been satisfactory in respect not only of the provision of funds but also of general interest and enthusiasm. They recommended that methods to improve this control should be investigated and that provincial Governments should consider the necessity of insisting that all local bodies should spend an adequate proportion of their educational funds on the primary education of girls. The attention of provincial Governments is again directed to this recommendation.

(iv) *The provision and training of primary school teachers.*

24. Almost all the provincial reports complain of the inadequate supply of women teachers for primary schools for girls. While the increase in the

¹ Bengal, page 93.

² C. P., page 82.

³ N. W. F. P., page 98.

⁴ Delhi, page 114.

number of women teachers in primary schools in British India from 33,524 in 1932 to 40,243 in 1937 and the advance in the percentage of trained women teachers from 51 per cent. to 58 per cent. during the same period are gratifying so far as they go, much leeway has still to be made up. The following table gives the number of women teachers working in primary schools in the provinces.

TABLE LXXXII.

Number of women teachers and of trained women teachers in all primary schools, by provinces.

Province.	Number of primary schools for girls, 1936-37.	Total number of women teachers, 1936-37.	Percentage of trained women teachers in 1931-32.	Percentage of trained women teachers in 1936-37.
Madras	4,812	15,480	76	85
Bombay	1,478	5,116	52	52
Bengal	17,404	5,689	12	13
United Provinces	1,794	2,474	11	16
Punjab	1,830	3,468	39	54
Burma	634	1,738	86	92
Bihar	2,027	1,628	27	28
Central Provinces and Berar	477	1,421	49	56
Assam	793	765	16	15
North-West Frontier Province	126	309	25	42
Sind	361	888	(a)	37
Orissa	422	204	(a)	75
Coorg	10	32	96	97
Delhi	59	225	59	89
Ajmer-Merwara	44	123	42	58
Baluchistan	3	16	64	44
Bangalore	28	191	83	89
Other Administered Areas	31	176	54	70
British India	32,333	40,243	51	58

(a) In 1932, Sind formed part of Bombay, and Orissa of Bihar.

As these figures include the women teachers employed in boys' primary schools, the number of whom in Madras and Bombay is considerable, they do not give a correct estimate of the women teachers employed in girls' primary schools. Although the actual number of men teachers employed in girls' schools is unknown, men teachers are still employed to a large extent in primary schools for girls, especially in Bengal, Bihar, Assam and Orissa.

In Bengal "nearly all girls' schools have men teachers; they are employed because they are cheap; nearly all of them are teachers in boys' schools and are willing enough to undertake this additional work for exceedingly small allowances."¹ In Bihar, a district inspectress stigmatizes most of the teachers employed in girls' primary schools "as old, lazy, uncertificated men who have proved unfit for boys' schools."²

25. Another disappointing feature is that in some provinces women teachers are known to be available but are not being employed. The Bombay Report for instance states that in certain districts the local authorities seem to prefer to appoint men to vacancies in girls' schools in spite of women being obtainable. Burma reports that the lack of women teachers in vernacular schools is not due to lack of recruits to the teaching profession; there are at present over 1,000 unemployed qualified women teachers in the country. It considers that the main causes are that men find less difficulty than women in establishing new schools and that male managers of vernacular schools are reluctant to take the responsibility of looking after unmarried girls, who have to live away from their homes.

26. A further difficulty which is being experienced in all the provinces is that girl teachers do not desire to go to places far away from their homes. Bengal reports that social conditions are not yet favourable for single women to work in villages away from their homes, unless they have relatives there and that such trained women as are available often prefer to work in towns rather than go out to villages in the interior of the districts. The Bombay Report also refers to the difficulty of posting women teachers to isolated places or even outside their own taluks. In Sind also, owing to the absence of security, urban school mistresses are unwilling to go out into the districts. In Burma, parents are reported to be reluctant to allow their unmarried daughters to live away from them. Bihar reports that social custom and public opinion alike point to home as the proper place for a woman and to marriage as the *summum bonum*.

Such is the situation. Serious efforts are therefore required to persuade girls of good education to take up teaching, to provide adequate facilities for their training and to ensure that when they start teaching they will be able to work under reasonably safe and comfortable conditions whether they are employed in towns or villages.

27. The table below gives the number of training schools for women and their enrolment.

¹ Bengal, page 93.

² Bihar, page 117.

TABLE LXXXIII.

Number of training schools for women and their enrolment.

Province.	Training schools.		Enrolment.		Total No. of women under training, 1937.
	1932.	1937.	1932.	1937.	
Madras	64	67	3,232	3,543	3,558
Bombay	(a) 21	(a) 17	803	917	946
Bengal	10	11	234	271	287
United Provinces	45	54	412	634	634
Punjab	18	23	853	621	628
Burma	22	12	511	297	457
Bihar	(a) 11	(a) 9	249	234	234
Central Provinces and Berar	8	8	337	396	396
Assam	2	2	22	32	33
North-West Frontier Province	1	1	48	50	50
Sind	(a)	4	(a)	91	91
Orissa	(a)	3	(a)	58	60
Coorg .. .. .	..	..	..	..	..
Delhi	1	1	53	64	64
Ajmer-Merwara	1	1	14	20	20
Baluchistan .. .. .	..	..	..	..	..
Bangalore	3	2	86	48	48
Other Administered Areas	2	2	91	103	103
British India	209	217	6,945	7,379	7,609

(a) As in 1931-32 Sind formed part of Bombay and Orissa of Bihar and they were constituted into separate provinces in 1936-37, the figures for 1932 and 1937 are not strictly comparable.

The number of training schools for women has risen from 209 in 1932 to 217 in 1937 with an additional enrolment of 434. The total number of women under training in British India is 7,609. Of these, 3,268 are Hindus or Buddhists, 3,166 Indian Christians, 759 Muslims, and 88 Sikhs.

Madras, which is an advanced province in the field of female education, has as many as 3,558 women under training, *i.e.*, about half of the total number of women under training in the whole of British India. Next comes Bombay with 946 women under training. It is reported that in that province facilities for training women compare very favourably with those for training men. In Bengal, Bihar and Assam, where there is a great dearth of women teachers, there are only 287, 234 and 33 women respectively under training.

The Bengal Report states that "the facilities for the training of women teachers in the province are very meagre indeed, even more so than in the case of men. The output of trained women teachers is thus very small and unless the schools are improved and their numbers increased, it will be exceedingly difficult to train an adequate number of women teachers for the province for many years to come."¹

Bihar also reports that "there is an increasing demand for trained women teachers from every quarter. No real progress can be expected in the teaching and organization of girls' schools unless trained women teachers replace the old and untrained male teachers in them."²

The writer of the Assam Report states that in Assam "the only institutions for the training of women teachers are the Mission Schools at Silchar and Nowgong. Without wishing to detract in the least from the splendid work done by the Welsh and American ladies in these schools I cannot help feeling that it is high time that Government should open a Government training school for women in each valley. . . . I believe that if Government training schools for women were established, the demand for admission would exceed the capacity of the school."³

In Burma, the number of training schools or classes has fallen from 22 in 1932 to 12 in 1937. This is attributed mainly to the fact that advantage has been taken of the increasing supply of teachers with higher qualifications to abolish gradually the number of elementary training classes.

It is evident that in many provinces adequate facilities are not available for the training of women teachers. This is an important matter which should receive the serious attention of the responsible authorities.

28. The following table shows the expenditure on the training schools for women.

¹ Bengal, page 139.

² Bihar, page 118.

³ Assam, page 45.

TABLE LXXXIV.

Expenditure on training schools for women and average annual cost per pupil therein.

Province.	Expenditure.					Average annual cost per pupil.	
	Government funds.	Board funds.	Fees.	Other sources.	Total.	1932.	1937.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Madras ..	5,83,439	..	6,934	1,45,377	7,35,750	220 14 10	207 10 7
Bombay ..	1,76,151	16,150	18,926	58,763	2,69,990	299 14 8	294 6 10
Bengal ..	66,570	..	3,537	19,560	89,667	359 3 2	330 14 0
United Provinces..	1,64,417	28	10,198	20,788	1,95,431	486 7 6	308 4 0
Punjab ..	73,529	40	2,360	5,013	80,942	136 5 2	130 5 6
Burma ..	41,265	..	..	6,856	48,121	143 1 1	162 0 4
Bihar ..	51,093	..	718	6,702	58,513	240 12 9	250 0 11
Central Provinces and Benar.	53,230	..	2,852	9,707	65,789	195 13 5	166 2 2
Assam ..	4,402	276	..	..	4,678	139 5 10	146 3 0
North-West Frontier Province.	18,620	..	..	..	18,620	325 5 8	372 6 5
Sind ..	21,618	200	929	3,420	26,167	(a)	287 8 9
Orissa ..	15,415	..	..	2,272	17,687	(a)	304 15 2
Coorg ..	..	..	..	..	..	..	..
Delhi ..	15,603	..	..	..	15,603	317 10 10	243 8 0
Ajmer-Merwara ..	(b)	(b)	(b)	(b)	(b)	278 5 9	(b)
Baluchistan ..	..	..	..	..	..	..	..
Bangalore ..	1,800	..	6,501	5,001	13,302	112 10 3	277 2 0
Other Administered Areas.	185	..	848	12,531	13,564	138 5 8	131 11 0
British India ..	1,287,337	16,694	53,803	2,95,990	16,53,824	232 11 10	224 14 2

(a) In 1932, Sind formed part of Bombay, and Orissa of Bihar.

(b) There is only one training school for women in Ajmer-Merwara. Its expenditure has been included in the expenditure on vernacular middle schools and has not been shown separately.

The expenditure on these schools, which are maintained chiefly for training women teachers for primary schools, has increased by Rs. 37,465 from Rs. 16,16,359 in 1932 to Rs. 16,53,824 in 1937. This increase of Rs. 37 thousands as against an increase of over Rs. 8 lakhs in the expenditure on primary schools for girls indicates that an adequate proportion of the additional funds that become available is not being devoted to the training of women teachers.

(v) *Secondary schools for girls.*

29. The following tables show the number of secondary (*i.e.*, high and middle) schools for girls and their enrolment.

TABLE LXXXV.

High schools for girls and their enrolment.

Province.	Institutions.			Pupils.		
	1932.	1937.	Increase.	1932.	1937.	Increase.
Madras	65	70	5	16,360	21,046	4,686
Bombay	60	65	(a)	14,449	17,589	(a)
Bengal	61	85	24	15,644	22,367	6,723
United Provinces ..	29	34	5	6,354	9,691	3,337
Punjab	40	42	2	12,263	11,558	—705
Burma	25	36	11	7,606	10,440	2,834
Bihar	7	10	(a)	1,822	2,294	(a)
Central Provinces and Berar.	11	13	2	363	584	221
Assam	6	16	10	1,937	3,936	1,999
North-West Frontier Province.	2	3	1	366	570	204
Sind	(a)	10	(a)	(a)	3,204	(a)
Orissa	(a)	2	(a)	(a)	515	(a)
Coorg	1	1	..	250	392	142
Delhi	3	6	3	720	1,888	1,168
Ajmer-Merwara ..	3	4	1	291	533	242
Baluchistan .. ..	..	1	1	..	50	50
Bangalore	6	7	1	1,511	1,901	390
Other Administered Areas.	5	5	..	1,313	1,575	262
British India ..	324	410	86	81,249	110,133	28,884

(a) In 1931-32 Sind formed part of Bombay and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence no comparison has been made.

TABLE LXXXVI.

Middle schools (Anglo-vernacular and vernacular) for girls and their enrolment.

Province.	Institutions.			Pupils.		
	1932.	1937.	Increase(+) or decrease(—).	1932.	1937.	Increase (+) or decrease (—).
Madras ..	43	46	+ 3	6,408	7,020	+ 612
Bombay ..	43	39	(a)	3,531	3,804	(a)
Bengal ..	70	104	+ 34	8,606	12,825	+ 4,219
United Provinces	242	322	+ 80	33,600	49,357	+ 15,757
Punjab ..	135	195	+ 60	28,135	44,113	+ 15,978
Burma ..	108	79	— 29	14,590	11,317	— 3,273
Bihar ..	32	36	(a)	5,186	6,182	(a)
Central Provinces and Berar.	60	73	+ 13	6,531	8,414	+ 1,883
Assam ..	48	54	+ 6	5,413	7,034	+ 1,621
North-West Frontier Province.	26	29	+ 3	4,773	6,071	+ 1,298
Sind ..	(a)	8	(a)	(a)	499	(a)
Orissa ..	(a)	12	(a)	(a)	1,876	(a)
Cooerg ..	..	..	..	..	..	..
De'hi ..	11	13	+ 2	2,378	3,020	+ 642
Ajmer-Merwara	8	6	— 2	234	253	+ 19
Baluchistan ..	6	1	— 5	1,230	80	— 1,150
Bangalore ..	7	5	— 2	1,252	1,032	— 220
Other Administered Areas.	8	8	..	913	1,162	+ 249
British India ..	847	1,030	+ 183	122,780	164,059	+ 41,279

(a) In 1931-32 Sind formed part of Bombay and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence no comparison has been made.

The total number of secondary schools for girls has increased by 269 from 1,171 in 1932 to 1,440 in 1937 and their enrolment by 70,163 from 204,029 to 274,192. These figures of enrolment, however, do not give a correct picture as they include a very large number of girls in the primary departments of these schools. A more reliable estimate of the number of girls in the secondary stage can be obtained from the tables below.

TABLE LXXXVII.
Number of girls in the high stage.

Province.	1932.	1937.	Increase.
Madras	2,992	5,330	2,338
Bombay	4,631	6,429	(a)
Bengal	3,855	7,385	3,530
United Provinces	543	1,082	539
Punjab	1,011	1,425	414
Burma	1,780	2,436	656
Bihar	360	607	(a)
Central Provinces and Berar	380	714	334
Assam	548	1,087	539
North-West Frontier Province	27	67	40
Sind	(a)	1,592	(a)
Orissa	(a)	184	(a)
Coorg	45	65	20
Delhi	115	287	172
Ajmer-Merwara	99	145	46
Baluchistan .. .. .	..	..	..
Bangalore	107	324	217
Other Administered Areas	187	240	53
British India	16,680	29,390	12,710

(a) In 1931-32 Sind formed part of Bombay and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence no comparison has been made.

TABLE LXXXVIII.
Number of girls in the middle stage.

Province.	1932.	1937.	Increase (+) or decrease (-).
Madras	18,067	34,345	+16,278
Bombay	19,239	29,464	(a)
Bengal	4,916	8,418	+3,502
United Provinces	5,289	10,256	+4,967
Punjab	6,063	10,036	+3,973
Burma	10,244	9,376	-868
Bihar	1,111	1,942	(a)
Central Provinces and Berar	2,575	5,024	+2,449
Assam	2,164	3,866	+1,702
North-West Frontier Province	1,041	1,742	+701
Sind	(a)	3,693	(a)
Orissa	(a)	511	(a)
Coorg	206	294	+88
Delhi	648	1,244	+596
Ajmer-Merwara	190	294	+104
Baluchistan	125	..	-125
Bangalore	540	849	+309
Other Administered Areas	693	853	+160
British India	73,111	122,207	+49,096

(a) In 1931-32 Sind formed part of Bombay and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence no comparison has been made.

It is gratifying to note that the number of girls in the high stage has risen by 12,719 from 16,680 in 1932 to 29,399 in 1937 and that of girls in the middle stage by 49,096 from 73,111 to 122,207. Of the girls in the high stage, 17,126 are Hindus, 4,790 Indian Christians, 1,424 Parsees, 1,489 Muslims and 298 Sikhs.

There has been a striking advance in the number of girl candidates for Matriculation also, as is indicated in the table below.

TABLE LXXXIX.

Girl Candidates for Matriculation or High School Final Examination.

Province.	Number of candidates.		Successful candidates.	
	1932.	1937.	1932.	1937.
Madras	544	969	542	946
Bombay	751	1,810	375	597
Bengal	608	1,916	394	1,049
United Provinces.. ..	259	796	139	495
Punjab	551	1,394	336	1,176
Burma	667	436	281	179
Bihar	39	33	13	26
Central Provinces and Berar ..	90	266	49	166
Assam	78	208	53	146
North-West Frontier Province ..	8	62	6	49
Sind	(a)	381	(a)	103
Orissa	(a)	8	(a)	3
Coorg	11	12	10	10
Delhi	74	168	47	78
Ajmer-Merwara	19	15	..	7
Baluchistan .. .. .	..	..	..	..
Bangalore	11	37	3	25
Other Administered Areas ..	17	52	10	28
British India ..	3,727	8,563	2,258	5,083

(a) In 1932, Sind formed part of Bombay and Orissa of Bihar.

30. In Madras, the number of secondary schools for girls has increased from 108 to 116 during the quinquennium. There has been a marked improvement in their accommodation and equipment also. But the same progress has not been made in the use of modern methods of teaching beyond an attempt to introduce the Dalton plan in a few schools.

In Bombay, there has been not only a quantitative but also a general qualitative advance in the girls' secondary schools. Where it has been possible to secure a good headmistress and some good assistant women teachers, the tone and work are said to have improved enormously.

In Bengal, though the number of girls' high schools has increased, the amount available for helping them with grants has remained practically stationary. It is reported that these schools are, generally speaking, financially less stable than the ordinary boys' high schools. "Though there has been a greater demand for higher secondary education for girls, the horizon of the parents is generally bounded by the school curriculum, and the true aims of secondary education are but imperfectly realized in the majority of the girls' schools."¹ The author of the Bengal Report observes that "unless girls' schools ceased to be mere imitations of the boys' schools and the education given in them ceased to be mainly, if not solely, intended to get the girls over the not very difficult hurdle of the Matriculation Examination, the increase in the number of schools and of girls in these schools need raise no great hopes for the future."²

In the United Provinces, the greatest expansion during the quinquennium has been at the high stage. Here also, as in the intermediate stage, the enrolment has nearly doubled itself. The number of girls now in the high stage is 1,682 against 543 in the year 1932.

In the Punjab, while the number of high schools for girls has increased by 2 from 40 in 1932 to 42 in 1937, their enrolment has fallen by 705 from 12,263 to 11,558 during the same period. The enrolment of the middle schools for girls, however, has gone up by 15,978. Improvement in teaching is also discernible as the outcome of the introduction of newer and more enlightened methods in most schools.

In Burma, the number of middle schools for girls has decreased from 108 in 1932 to 79 in 1937, with a fall of 3,273 pupils. This is attributed to the prevailing economic conditions, and a hope is expressed that this arrest of progress may be only temporary. The fall of 3,273 pupils in the middle schools is, however, counterbalanced by a rise of 2,834 pupils in the high schools.

¹Bengal, page 95.

²Bengal, page 97.

In Bihar, there is a steady increase in the number of girls in high schools. Two Bihar girls passed the Matriculation examination in 1936 and three in 1937.

In the Central Provinces, the number of secondary schools for girls has increased from 71 in 1932 to 86 in 1937 with an additional enrolment of 2,104.

In Assam, the number of girls in high schools more than doubled itself during the quinquennium. The provincial report states that additional grants are urgently needed for girls' high schools, of which there should be one in every sub-division, while in the larger towns there is already a demand for more than one school.

The Sind Report states that the increase in the number of secondary schools for girls and of the girls in them shows that secondary education among girls is growing in popularity. The girls' high schools at Karachi and Hyderabad are overcrowded. A girls' school specially intended for Muslim girls was started in 1935-36 and receives special treatment in the matter of grant.

In Delhi, the number of high schools has increased by 3 and that of girls in attendance by 1,168. With the exception of the M. B. Girls High School, New Delhi, all the high schools in Delhi are under private management. "Each has its own point of view and aims at meeting the educational demand of a particular type of home. One school definitely aims at providing for girls who belong to respectable families and whose parents can afford to pay for the education of their daughters. Its aim is to train young ladies who will be the wives of prominent officials and leaders of society. Another aims exclusively at the ideals of mother craft, while a third wants to produce women who will ultimately settle down as wives in humble walks of life with some professional training as that of nursing, health visiting or teaching as sources of economic help to supplement the home income."¹

In Ajmer-Merwara, though there has been an increase of only 1 high school for girls during the quinquennium as against that of 2 in the last quinquennium, an increase of 83 per cent. in the number of pupils attending high schools is recorded in 1937 against that of only 55 per cent. in 1932. The number of middle schools has decreased by 2 but their enrolment has increased by 19 pupils.

It is pleasing to note that while there was no high school for girls in Baluchistan during the last quinquennium, one has now been established. The number of middle schools for girls has decreased by 5 with a fall of 1,150 pupils. This is due to the disastrous earthquake of 1935. This arrest of progress is only a temporary phase.

31. The following table shows the number of women teachers in secondary schools.

¹Delhi, page 105.

TABLE XC.

Number and percentage of trained women teachers in secondary schools.

Province.	Total number of teachers.	Number of trained teachers.	Percentage of trained teachers.
Madras	1,654	1,467	88·7
Bombay	1,414	681	48·2
Bengal	1,691	746	46·6
United Provinces	2,837	1,561	55·0
Punjab	2,235	1,675	74·9
Burma	2,335	2,099	89·9
Bihar	468	316	67·5
Central Provinces and Berar	470	334	71·1
Assam	401	157	39·2
North-West Frontier Province	285	150	52·6
Sind	221	46	20·8
Orissa	123	105	85·4
Coorg	16	8	50·0
Delhi	233	215	92·3
Ajmer-Merwara	84	50	59·5
Baluchistan .. .. .	..	..	..
Bangalore	203	159	78·5
Other Administered Areas	170	105	61·8
British India	14,750	9,874	66·9

The total number of women teachers in secondary schools has increased by 2,872 from 11,878 in 1932 to 14,750 in 1937, while the percentage of trained women teachers has risen from 65 per cent. to 66·9 per cent. only. It is evident that the provision for the training of women teachers for secondary schools is not keeping pace with the rapid expansion of girls' education.

32. The table below shows the number of training colleges for women and their enrolment as well as the total number of women under training in all training colleges, whether for men or for women.

TABLE XCI.
Training Colleges for Women.

Province.	1932.			1937.		
	Colleges.	Enrolment.	No. of women in training colleges for men and women.	Colleges.	Enrolment.	No. of women in training colleges for men and women.
Madras	2	66	66	2	75	75
Bombay .. ..	..	..	10	..	..	21
Bengal	3	43	43	3	78	78
United Provinces ..	..	11(a)	15	..	9(a)	38
Punjab	1	29	36	2	119	119
Burma .. ..	..	..	..	..	..	91
Central Provinces and Berar	1	8	16	1	20	26
Assam .. ..	..	..	..	..	..	..
Total	7	157	186	8	301	448

(a) Reading in the University department.

Although the number of women under training has increased by 262 to 448 as compared with the last quinquennium, this is not yet by any means sufficient to meet the growing demand. It is pleasing to note that the Punjab has established one more training college for women during the quinquennium, with the result that the number of women under training in that province has advanced from 36 in 1932 to 119 in 1937.

In New Delhi, a college called the Lady Irwin College was established in 1932 by the All-India Women's Conference on Educational Reform. It provides a three years' course for those who wish to qualify as High School Teachers of Home Science. Other students may seek admission for the Home Course of two years. At present there is a great scarcity of qualified teachers in domestic science in this country and it is hoped that the existence of this college will make a valuable contribution in this respect.

(vi) Collegiate education.

33. The most striking feature of women's education during the quinquennium was the rapid increase in their enrolment in arts colleges. The following table illustrates the position.

TABLE XCII.

Number of Arts Colleges for Women with enrolment.

Province.	1932.			1937.		
	Arts colleges.	Enrolment.	No. of women in arts colleges for men and women.	Arts colleges.	Enrolment.	No. of women in arts colleges for men and women.
Madras	6	509	692	7	636	1,049
Bombay .. ..	..	..	704	..	..	1,059
Bengal	4	366	712	7	1,054	1,565
United Provinces ..	6	172	270	9	379	593
Punjab	2	240	271	4	648	797
Burma .. ..	..	..	184	..	..	281
Bihar	1	5	9	..	..	30
Central Provinces and Berar .. ..	..	..	41	1	42	138
Assam .. ..	..	..	12	1	34	134
North-West Frontier Province.	..	..	..	..	..	..
Sind	(a)	(a)	(a)	..	..	205
Orissa	(a)	(a)	(a)	1	12	20
Coorg .. ..	..	..	..	..	..	..
Delhi	1	45	45	1	87	122
Ajmer-Merwara ..	..	..	3	..	..	6
Baluchistan ..	..	..	..	..	..	..
Bangalore .. ..	..	..	23	..	..	42
Other Administered Areas .. ..	..	..	..	..	..	..
British India ..	20	1,337	2,966	31	2,892	6,041

(a) In 1932, Sind formed part of Bombay and Orissa of Bihar.

There was also a large increase in the number of women graduates during the quinquennium as is shown in the table below.

TABLE XCIII.

Number of women graduates.

Province.	1932.		1937.	
	Candidates for B. A. and B. Sc. examinations (pass only).	Successful candidates.	Candidates for B. A. and B.Sc. examinations (pass only).	Successful candidates.
Madras	102	56	238	132
Bombay	43	27	80	58
Bengal	87	64	221	144
United Provinces.. ..	54	32	144	111
Punjab	53	20	156	133
Burma	25	14	40	21
Bihar .. .. .	..	..	..	..
Central Provinces and Berar	11	6	32	17
Assam	1	1	5	5
North-West Frontier Province.	1	..	..	..
Sind	(a)	(a)	32	24
Orissa .. .. .	..	..	..	..
Coorg .. .. .	..	..	..	..
Delhi	1	1	17	12
Ajmer-Merwara	1	1	..	..
Baluchistan .. .. .	..	..	..	..
Bangalore	6	4	13	9
Other Administered Areas..	..	..	..	..
British India ..	385	226	978	666

(a) In 1932, Sind formed part of Bombay.

34. There were 31 arts colleges for women in British India with a total enrolment of 2,892 in 1937 as compared with 20 colleges with 1,337 students in 1932. Besides those reading in colleges for women, there were 3,149 women students who were attending the ordinary arts colleges for men. Thus the total number of women students in the arts colleges was 6,041 in 1937 as against 2,966 in 1932. Of these, 3,660 were Hindus, 1,023 Indian Christians, 346 Muslims, 274 Parsees and 131 Sikhs.

In Madras, the number of arts colleges has increased from 6 in 1932 to 7 in 1937 and their enrolment from 509 to 636. There were also 413 girl students receiving education in the arts colleges for men.

There are no separate recognised colleges for women in Bombay, but there were 1,059 girls studying in the arts colleges for men in 1937 as against 704 in 1932.

There is, however, an Indian Women's University in the province. This was established in Poona in 1916 and was transferred to headquarters in Bombay during the quinquennium under review. There are affiliated to it 4 colleges, viz., at Poona, Ahmedabad, Baroda and at Bombay. The total number of students on the rolls of these four colleges in 1936-37 was 210 as against 107 in 1931-32. This increase of nearly 100 per cent. shows that the courses of study pursued in the colleges affiliated to this University are meeting a growing demand. Their main characteristics are that they are specially designed to suit the requirements of girls, and the mother-tongue of the students is used as the medium of instruction,—English, however, being a compulsory subject. External candidates are admitted to the University examinations. During the quinquennium the courses of study were revised with a view to giving students greater opportunities for more advanced work in those subjects for which they felt themselves particularly suited.

The degrees of this University are not recognised and this, to a certain extent, detracts from its popularity. It is, however, doing good work and is providing a large number of teachers for girls' secondary schools, particularly those schools which are affiliated to it.

In Bengal, there were 7 women's colleges in 1937 as against 4 in 1932; of these two were intermediate colleges. There were 366 girls reading in these colleges in 1932. Their number has risen to 1,054 in 1937. There were also 511 girls in men's colleges and University classes in 1937. Here also the higher education of women appears to be making rapid progress.

In the United Provinces, there is only one women's college which prepares girls for university degrees. There are, however, women's departments in some of the universities in that province, e.g., in Benares and Aligarh Universities. Other women's colleges are intermediate colleges which have a full high school attached to them as they are a natural development from that stage.

In the Punjab, the Lahore College for Women and the Kinnaird College have been the only degree colleges for women during the quinquennium under review. Both have been compelled to refuse admission to many students owing to lack of accommodation. Two intermediate colleges for women were, however, established during the period. Their opening probably relieved

the pressure on the accommodation at the two degree colleges for the intermediate classes but it is obvious that they will ultimately increase the demand for admission to the degree classes. The writer of the Punjab Report states that "the question not only of the advisability of opening many intermediate colleges for girls, but the whole problem of the future of collegiate education for girls, needs thoughtful consideration. The opinion expressed by the Principal of the Kinnaird College in her report is pertinent :— 'The opening of other doors than that leading to a purely academic type of education is long overdue. Many girls come to college because there is nothing else to do'."¹

The separation of Orissa in 1936 deprived the province of Bihar of the only intermediate college for girls, which is at Cuttack. The girls of this province, who wish to go in for university education, have now either to enter men's colleges within the province or to join women's colleges outside it.

In Assam, the foundation of the Lady Keane College in Shillong during the quinquennium is an outstanding event in the development of women's education in that province.

In the Central Provinces also a Central College for women was established during the quinquennium. It had 42 women on the roll in 1937. In addition, 96 women were reading in men's colleges.

In Delhi, the Indraprastha Girls' Intermediate College was raised to the status of a degree college in 1937.

35. The most noticeable feature in college education during the quinquennium was the great increase in the number of women students in arts colleges for men. The Sind Report observes that "this is a happy sign of the times indicative of a great change in the outlook on education on the part of the parents. The old conservatism which will not permit girls to study even in schools beyond a certain age is dying out, and many parents in urban areas send their girls to receive education in men's colleges irrespective of consideration of age."²

The writer of the Bihar Report views this with some misgiving and remarks that "although co-education in the higher stages is making rather rapid progress in this province as in other provinces, there are still reasons to regard it with some misgiving, and in view of the inherent social and educational difficulties in the way of its indefinite extension, the establishment of a separate college for women in Patna may have soon to be considered."³

The author of the Assam Report considers it "entirely wrong that there should be some 40 or 50 girls in a college with some 800 young men without a single lady member on the staff to whom they can take their problems and difficulties. It says much for the discipline and manners of the students and for the tact and care of the Principals and staff that there has been so little trouble so far. The present position is, however, unfair to both sexes; and I consider the appointment of a Lady Warden the most urgent need of both colleges."⁴

¹ Punjab, page 104.

² Sind, page 19.

³ Bihar, page 36.

⁴ Assam, page 28.

It is gratifying to note that suitable provision is now being made in some universities to appoint qualified women teachers and in other ways to look carefully after the needs of the girls. For example, during the quinquennium two lady teachers were appointed in the Dacca University—one in the Department of History and the other in the Department of English. The Allahabad University has established a Women's Advisory Board to advise in regard to matters affecting the higher education of women and the supervision of the Women's Hostel.

CHAPTER VII.

PROFESSIONAL EDUCATION.

This chapter is concerned mainly with institutions which provide training for a profession and either prepare candidates for university degrees or are engaged in work which approximates to that standard.

(i) *Legal Education.*

2. In the Review of 1922-27, it was stated that the demand for training for the legal profession had increased in spite of the fact that the profession was already overcrowded. Since then the total number of students reading for law has declined. During the last decade there was a decrease of 1,826 students, of 1,240 during the last quinquennium and of 586 during the present one. The largest decrease has occurred in Bengal, where the report states "the overcrowding of the legal profession is undoubtedly mainly responsible for the fall in numbers of law students."¹

The following table gives the number and strength of law colleges and law departments for 1932 and 1937.

TABLE XCIV.

Law Colleges and Law Departments.

Province.	Name of institution.	Number of students.		Increase (+) or decrease (-).
		1932.	1937.	
Madras	1. Law College, Madras	498	512	+14
Bombay	2. Government Law College, Bombay ..	601	467	-134
	3. Law College, Ahmedabad	165	182	+17
	4. Law College, Poona	523	335	-188
	5. Sarwajanik Law College, Surat ..		52	+52
Bengal	6. University Law College, Calcutta ..	2,537	1,836	-701
	7. Ripon Law College, Calcutta			
	8. Law Department, Dacca University.			
		237	122	-115
United Provinces	9. Law Department, Allahabad University.	355	331	-24
	10. Law Department, Aligarh Muslim University.	73	115	+42
	11. Law Department, Benares Hindu University.	112	206	+94
	12. Law Department, Lucknow University.	296	303	+7
	13. Agra University (a)	434	617	+183

¹ Bengal, page 140.

(a) The Agra College, Agra, Meerut College, Meerut, Holker College, Indore, S.D. College, Cawnpore, Bareilly College, Bareilly and D. A. V. College, Cawnpore, are the Colleges affiliated to the Agra University which impart legal education.

Law Colleges and Law Departments—contd.

Province.	Name of institution.	Number of students.		Increase (+) or decrease (—).
		1932.	1937.	
Punjab	14. Law College, Lahore	625	597	—28
Burma	15. University College, Rangoon ..	88	79	—9
Bihar	16. Law College, Patna	278	305	+27
Central Provinces and Berar.	17. University College of Law, Nag- pur.	345	437	+92
	18. Hitkarni Law College, Jubbul- pore.	..	37	+37
Assam	19. Earle Law College, Gauhati ..	75	60	—15
Sind	20. Law College, Karachi	50	83	+33
Orissa	21. Ravenshaw College, Cuttack (b)	55	51	—4
Delhi	22. Law Department, Delhi Univer- sity.	98	132	+34
Total		7,445	6,859	—586

(b) The Ravenshaw College has law classes for legal education.

3. The provincial reports record a few developments in law colleges.

In Madras, in accordance with a change effected in the Regulations of the University relating to the B. L. degree examination, two separate papers are now set for Hindu and Muhammadan Law instead of a single paper on both subjects. For the benefit of those who have no acquaintance with History or Politics, lectures are arranged on Political History to serve as an introduction to the study of Constitutional Law.

In the Government Law College, Bombay, the special innovation during the quinquennium was the organization of a Moot Court. Another feature of the quinquennium was the completion by the Indian Law Society of the comprehensive scheme of buildings required for the Law College at Poona. A new law college was also established at Surat.

In Bengal, the cost of the upkeep of the Law Departments of the Calcutta University and the Ripon College was reduced from Rs. 2,72,060 in 1931-32 to Rs. 1,81,393 in 1936-37.

In the United Provinces a scheme has been sanctioned for providing a course for the LL.M. degree in the Allahabad University. A research degree for the LL.D. has been instituted in the Aligarh Muslim University. In the Benares University the Faculty of Law already confers LL.B., LL.M. and LL.D. degrees.

In the Lucknow University, the Law classes have now been limited to 300 students.

In the Punjab, the regulations relating to the Law College, Lahore, were revised in 1935. Among the changes then made were the extension of the LL. B. degree course from two to three years, the prescription of higher educational and examination standards and the allocation of a full year for the teaching of practical and procedural subjects.

In Bihar, a new building was constructed for the Law College, Patna, at a cost of Rs. 79,000, and the college moved into its present habitation in July 1936.

In the Central Provinces, arrangements for the construction of a new building for the University College of Law are in progress. A new law college was opened at Jubbulpore in 1934 under the management of the Hitkarni Sabha and was affiliated to the Nagpur University early in the following year. There are 37 students in this College.

In Assam, the Earle Law College had its life extended from year to year. The writer of the Assam Report suggests that it is high time that it should be made permanent.

The Punjab High Court accorded permanent recognition to the LL.B. degree of the Delhi University in 1933-34, and thus the law graduates of this University were placed in the same position as the law graduates of the Punjab University with regard to their eligibility to practise before the Punjab High Court. In 1935, the proposal for the extension of the course of instruction in Law leading to the LL.B. degree from 2 to 3 years was communicated to the Delhi University by the Punjab High Court and necessary amendments to the Ordinances were made.

4. The following table shows the main examination results.

TABLE XCV.
Bachelor of Law Examination.

Year.	Number of candidates.	Number of passes.	Percentage of passes.
1931-32	4,300	2,259	52.5
1936-37	4,613	3,003	65.1
Increase	+ 313	+ 744	+ 12.6

These figures show that while in 1931-32 out of 4,300 candidates, 2,259 or only 52.5 per cent. passed, in 1936-37, 4,613 candidates appeared of whom 3,003 or 65.1 per cent. were successful. The Bengal Report observes that "it appears as if either better students were now reading for law or the standard of the examination had become less exacting."¹ The decline in the injudicious rush of students to law colleges is perhaps also responsible for better examination results.

In spite of a large reduction in the total enrolment, there is reason to think that the number of law students is still larger than the profession can profitably absorb. The Burma Report observes that "as the legal profession is already overcrowded, it is surprising that the study of law continues to be so popular."² The Delhi Report ascribes this to the fact that "the legal profession has come to be the last refuge of a graduate because of unemployment."³

(ii) *Medical Education.*

5. The question of establishing an Indian Medical Council to regulate higher medical qualifications on the lines of the General Medical Council of the United Kingdom had been under consideration by the Government of India for several years. A Medical Council Bill, which was introduced in the Indian Legislature for this purpose, was passed in 1933. The Medical Council of India has, under the powers conferred upon it by the Act, appointed Inspectors who have visited all the medical colleges and examined the courses of study and final examinations for the medical degrees of the universities in British India. After consideration of the Inspectors' reports, the Council has approved of the medical degrees of all these universities, except those of the Andhra University. The question of the recognition of the medical degree of this University is under the consideration of the Executive Committee of the Council.

In order to indicate the minimum requirements which the Council considers necessary for the securing of the requisite knowledge and skill for the practice of medicine, the Council has drawn up a number of recommendations, both on courses of instruction and on examinations, for observance by the teaching and examining bodies, and has lately revised these in the light of recent experience.

The Council has also taken up the question of establishing reciprocal recognition of medical qualifications with such countries as are willing, and, in particular, with the General Medical Council of Great Britain. This body has recognised for registration the qualifications of Bombay, Lucknow, Madras and Patna Universities—of the first three with retrospective effect, *i.e.*, from February 25, 1930, the date from which recognition was withdrawn, as narrated in the last Review. It has also before it at present the recommendations of the Medical Council of India regarding recognition by it of the medical degrees awarded by the Calcutta, Punjab and Rangoon Universities. Negotiations are in progress with various other countries also.

6. The table below gives the main statistics regarding medical colleges in British India.

¹ Bengal, page 140.

² Burma, page 34.

³ Delhi, pages 140-141.

TABLE XCVI.
Medical Colleges.

Province.	Name of College.	Management.	Students.		Expenditure (1937).				Total expenditure.	
			1932.	1937.	Govern- ment Funds.	Board Funds.	Fees.	Other Sources.	1932.	1937.
Madras	1. Medical College, Madras	Government	711	1,016	Rs. 5,09,779	..	Rs. 1,70,964	Rs. 79,828	Rr. 5,40,230	Rs. 7,60,571
	2. Medical College, Vizagapatam.		488	790	90,307	..	1,78,775	17,067	3,25,825	2,86,149
Bombay	3. Grant Medical College, Bombay.		305	454	..	1,48,977	1,07,385	..	2,28,848	2,56,362
	4. Seth Govardandas Sundardas Medical College, Bombay.	Municipal Board.								
Bengal.	5. Medical College, Calcutta.	Government	739	771	5,51,804	..	1,34,766	28,310	8,06,680	7,14,880
	6. School of Tropical Medicine and Hygiene, Calcutta.		579	699	15,000	..	1,75,930	..	1,42,043	1,90,930
	7. Carmichael Medical College, Belgaichia, Calcutta.	Aided	237	257	(a)	(a)	(a)	(a)	(a)	(a)
United Provinces	8. King George's Medical College, Lucknow (Lucknow University).	Aided	432	545	3,76,540	..	71,313	..	4,17,147	4,47,853
Punjab	9. King Edward Medical College, Lahore.	Government	82	147	(a)	(a)	(a)	(a)	(a)	(a)
Burma	10. Medical College, Rangoon.	Aided	247	266	1,81,504	..	36,780	..	2,33,259	2,18,284
Bihar	11. Prince of Wales Medical College, Patna.	Government	126	138	1,92,095	..	35,316	..	2,08,860	2,27,411
Delhi	12. Lady Harding Medical College for Women.	Aided	3,946	5,083	19,17,029	1,48,977	9,11,229	1,25,205	29,02,892	31,02,440

(a) The King George's Medical College, Lucknow, and the Medical College, Rangoon, are maintained directly by the Lucknow and Rangoon Universities respectively. The expenditure on these colleges is not included in this table as separate figures are not available.

The total number of students reading in medical colleges has risen from about 4,000 to over 5,000 during the quinquennium, and the expenditure from Rs. 29 lakhs to Rs. 31 lakhs. Receipts from fees have increased by over Rs. 2½ lakhs and have covered the increased expenditure.

7. Important events in medical education are recorded below.

In Madras, post-graduate courses in clinical medicine and clinical surgery have been instituted in the Government General Hospital, Madras, and post-graduate courses in practical anatomy at the Medical College, Madras. To meet the growing needs of the College consequent on the continued development of the several departments, a new pathology block was completed in 1935 at a cost of about Rs. 12 lakhs.

In the Medical College, Vizagapatam, the opening of a Chemist and Druggist Class was sanctioned during the quinquennium, though the class was actually started in July 1937. Extensions were also made to the anatomy and pathology museums of the College.

The Medical Schools at Madura and Coimbatore were abolished during the last quinquennium and the Medical School at Tanjore in 1933 during the present quinquennium. Thus, there are only two Government Medical schools in the Madras presidency, viz, the Stanley Medical School for men and the Lady Willingdon Medical School for Women. Besides these, there is a Missionary Medical School for Women at Vellore aided by Government. The installation of a physical laboratory at the Lady Willingdon Medical School was sanctioned by Government in 1935. Orders were also passed by Government for the construction of one wing of the new buildings of the Stanley Medical School at a cost of Rs. 1,81,000. The building is now under construction.

As an outcome of the report on medical education by the Indian Medical Council, the Madras Medical Council appointed a Sub-Committee in 1935 to enquire into the curricula, methods of teaching and examinations of the medical schools. The Committee has submitted its report which is now under the consideration of Government. The following are the chief recommendations :—

- (1) the present standard of preliminary education is inadequate and the minimum qualification for admission to the preliminary registration class of the medical schools must be an intermediate science pass ;
- (2) a pre-registration course is essential, even though the student has already passed his intermediate science examination and the preliminary registration course should extend over three academic years, as it is impossible adequately to teach the subjects of the syllabus in only two terms.

In Bombay, the standard of qualification for admission to the L.C.P.S. course has been raised to the I.Sc. of the Bombay University, and the period covered by the course has been reduced from 4 to 3½ years. A psychiatric clinic has also been established for the treatment of early mental diseases, and a Professor of Psychiatry has been appointed at the Grant Medical College Bombay.

In 1934, arrangements were made for the training of undergraduates in the diagnosis and treatment of leprosy at the Matunga Leprosy Assylum. It is reported that these arrangements have been working very successfully.

In addition to the Grant Medical College, Bombay, the Medical Department has under its administration two medical schools at Poona and Ahmedabad with an attendance of 375 and 274 students respectively in 1936-37; of these 83 and 16 respectively were women. These institutions prepare students for the L.C.P.S. course. The National Medical College, Bombay, is also recognised for sending up candidates for the L.C.P.S. course. It had on its rolls 230 students in 1936-37.

In Bengal, the course for the Membership Examination of the State Medical Faculty, Bengal, was extended from 5 to 6 years, and the extension of the Licentiate course from 4 to 5 years, with a raising of the preliminary qualification for admission to medical schools from Matriculation to I.Sc., is under consideration.

In the United Provinces, the King George's College Hospital, Lucknow was enlarged in 1932 by the construction of the Queen Mary's Hospital for Women and Children at a cost of Rs. 2,68,000. As a consequence, medical degrees were reopened to women students. A whole-time resident professor of obstetrics and gynaecology and a lecturer and a Superintendent of Hospitals have also been appointed. In addition, a separate hospital for infectious diseases has been opened, and an Anti-Tuberculosis Institute erected at a cost of Rs. 1,13,238.

In spite of economic difficulties the Medical School at Agra has also effected substantial improvements in the standard of teaching and equipment. Laboratories have been fully equipped and the Anatomical and Pathological Museums rearranged to suit the requirements of practical study in these subjects. The staff of the school has been augmented by the appointment of medical and surgical registrars.

In the Punjab, Government have sanctioned the opening in the King Edward Medical College, Lahore, of post-graduate classes in diseases of the ear, nose and throat, leading to the diploma of D.L.O. The teaching in tuberculosis in the College has been improved, and the number of beds for the tuberculosis ward of the Mayo Hospital, Lahore, has been increased from 24 to 74 and a Clinical Assistant for Tuberculosis has been sanctioned.

Dentistry has been included in the curriculum for the M.B.B.S. degree. Post-graduate courses in dentistry extending over two years in the case of Medical graduates and 1½ years in the case of Licentiates, have been established in the De Montmorency College of Dentistry. A four years' course for the B.D.S. degree of the Punjab University has also been sanctioned for students who have passed F.S. (Medical Group) Examination.

A new medical school, viz., the Medical School for Men, Ludhiana, has been opened during the quinquennium. The system of co-education which was introduced in the King Edward Medical College, Lahore, has been extended to the Medical School, Amritsar, and is working satisfactorily. The number of

professional examinations prior to the Final Examination for the M.B.B.S. degree has been increased from 2 to 3. The system of biennial examination has been introduced in the various examinations for the M.B.B.S. degree and the L.S.M.F. Diploma.

In Burma, the total number of students reading in the Medical College, Rangoon, has increased from 82 in 1932 to 147 in 1937, though only 22 of these are Burmans. Burma reports that "the small number of Burmans who join the College is perturbing. The unpopularity of the medical profession amongst Burmans is probably due to the length of the course and to the difficulty of obtaining Government appointments after graduation."¹

In Bihar, the Principal of the Prince of Wales Medical College, Patna, held charge of the post of Superintendent of the Hospital attached to the College in addition to his own duties until November 14th, 1933, when it was decided to appoint a wholetime Superintendent. As a result of this, the administration of the hospital is now divorced from that of the college. The Bihar Report states that "as it is a teaching hospital where students work in the wards, this leads to complications and there is need for readjustment in the present relations between the college and the hospital to ensure the smooth working of both institutions."²

In the Medical School at Darbhanga in Bihar, the minimum qualification for admission has now been raised to a pass in the second division at the matriculation examination of the Patna University or a pass in the 1st division at the matriculation examination of any other university. The Council of Medical Registration, Bihar and Orissa, has recommended a five years' course for medical schools and an improvement in the standard of the basic education.

In Assam, a new maternity and gynaecological ward has been constructed recently in the Berry-White Medical School, Dibrugarh.

In Sind, there has been an appreciable increase in the admission of women students in the Medical School at Hyderabad (Sind). The minimum qualification for admission to the school has been raised from Matriculation to Intermediate Science, comprising the subjects of chemistry, physics and biology.

In Delhi, the Lady Hardinge Medical College for women continues to retain its all-India character. Owing to the increase in the number of students, an additional hostel has been constructed, and the College is now able to accommodate 148 students without overcrowding. A Bio-Chemistry Department has been opened, and various other improvements in the College and its associated hospital are under contemplation. Owing to the pressing need for extra laboratory accommodation, equipment, etc., for medical students and in view of the fact that there are now opportunities for girls to study science in almost every province, it has been decided to abolish the pre-medical science course in the College from the year 1937-38.

8. Mention may also be made here of the All-India Institute of Hygiene and Public Health, Calcutta. This Institute, which was built and equipped by the Rockefeller Foundation, was opened in January 1932 under the control

¹ Burma, page 32.

² Bihar, page 54.

of the Government of India. The object of the Institute is (1) to provide post-graduate training in public health on an All-India basis for medical graduates and other suitably qualified persons and (2) to carry out researches with a view to improving preventive measures and also for the elucidation of public health problems. It offers training for the Diploma in Public Health of the Calcutta University, the Diploma in Public Health and Hygiene of the Faculty of Tropical Medicine and Hygiene, Bengal, the Diploma in Maternity and Child Welfare of the Faculty and the Doctorate of Science in Public Health of the University. During the period under review, the Institute, besides conducting researches on different public health subjects, has provided training for 144 students.

9. The following table gives the statistics of the various examinations for medical degrees and diplomas.

TABLE XCVII.

Medical Examinations for degrees and diplomas.

Degrees or Diplomas.	1932.		1937.	
	Number of examinees.	Number of passes.	Number of examinees.	Number of passes.
Doctor of Medicine or Surgery	31	12	26	8
Master of Surgery	19	2	9	2
Bachelor of Medicine and Surgery	1,247	484	1,549	566
Diploma in Hygiene	1	1	..	..
Bachelor of Hygiene	11	4	5	2
Bachelor of Sanitary Science	1	1	..	..
Diploma in Public Health	33	26	24	20
Diploma in Ophthalmology	4	2	1	1
Licentiate of Medicine and Surgery ..	63	21	..	..
Fellow of the College of Physicians and Surgeons. ..	..	..	1	..
Member of the State Faculty of Medicine ..	21	10	30	20
Master of Obstetrics	1	..	..	..
Diploma in Tropical Medicine	38	31	34	23
Bachelor of Dental Surgery .. ..	..	..	3	3
Total ..	1,470	594	1,682	645
Percentage of passes ..	..	40.4	..	38.3

(iii) Forestry.

10. The Indian Forest Service College, Dehra Dun, which provided training for probationers recruited in India for appointment to the All-India Service, had to be closed down in November 1932, as the number of students gradually decreased and sufficient support for its continuance was not forthcoming from the provinces. During the period only two Indian Forest Service Diplomas were issued.

The Rangers' College, Dehra Dun, which provided a two-year course for non-gazetted forest rangers was also, owing to restricted recruitment, temporarily closed down in 1933, but it was reopened in April 1935 with a class of 27 students. Thirty-six students completed the course during the quinquennium.

The Forest College, Coimbatore, continues to provide a course extending over a period of 23 months (August to June). Approximately five months in the year are spent in camps and are devoted mainly to practical work. Among the camps made by the Junior Division students may be mentioned the camp at Ayyalur in the Madura district for the study of Rab and Kumeri methods of regeneration in felled fuel coupes. A ten days' practical course of field engineering for the Senior Division students with the Queen Victoria's Own Madras Sappers and Miners at Bangalore was introduced in 1934. One hundred and eighteen students were admitted to the College during the quinquennium and 108 passed out.

The three-year course in forestry leading to a B.Sc. degree in the University of Rangoon was continued during 1932-33 and 1933-34. Eleven candidates appeared for the examination during these two years, of whom 8 passed. Since 1934-35, owing to financial stringency no recruitment to this class has been made.

(iv) Agriculture.

11. Facilities for general training and for post-graduate work in agricultural sciences continued to be available at the agricultural colleges.

The Imperial Agricultural Research Institute, which is a central institution for agricultural training, was transferred from Pusa to New Delhi in 1936. The post-graduate courses have received the recognition of Government in that the successful students will now be awarded a diploma, viz. the "Assoc. I.A.R.I.". During the quinquennium 66 post-graduate students were admitted to the Institute of whom 42 (including 6 admitted in previous years) passed out: of those who passed out 33 have obtained employment. The high percentage of the students who have secured employment in scientific research is a testimony to the value of the education given at the Institute.

With a view to making more adequate provision for the systematic development of dairying in India, orders were passed by the Government of India separating from the 1st April 1936 the Imperial Dairy Expert's Section from the administrative control of the Director of the Imperial Agricultural Research Institute and placing it directly under the Education, Health and Lands Department of the Government of India. It now undertakes advisory and educational functions as well as research and experiment. In addition to giving

various courses of instructions in dairying, including that for the Indian Dairy Diploma, this office is intended to advise provincial departments and the general public in matters of all kinds which affect dairying in India and to carry out research on such matters.

It is hoped that sooner or later Agricultural Colleges in India will possess the necessary staff and equipment and will be able to train pupils for the Indian Dairy Diploma, but for the present the necessary course of instruction will be continued at the Imperial Dairy Institute, Bangalore, which is a central institution. Of the 32 students who qualified for the Indian Dairy Diploma, 11 are employed in Government, State or private service, 2 have taken up dairying as a private enterprise and one is undergoing higher training in Europe.

12. The main statistics of the provincial colleges of agriculture are given in the table below.

TABLE XCVIII.
Agricultural Colleges.

Province.	Name of institution.	1932.		1937.	
		Enrolment.	Expenditure.	Enrolment.	Expenditure.
			Rs.		Rs.
Madras ..	1. Agricultural College, Coimbatore.	150	1,18,808	108	1,47,174
Bombay ..	2. Agricultural College, Poona.	231	1,70,653	195	1,53,883
United Provinces	3. Government Agricultural College, Cawnpore.	168	1,30,485	155	1,48,928
	4. Allahabad Agricultural Institute, Naini.	30	27,009	190	51,939
Punjab ..	5. Punjab Agricultural College, Lyallpur.	217	1,31,609	209	1,56,499
Burma ..	6. Agricultural College, Mandalay.	26	2,19,599	(a)	(a)
Central Provinces and Berar.	7. College of Agriculture, Nagpur.	101	78,613	151	70,812

(a) The Agricultural College, Mandalay, ceased to function at the beginning of the quinquennium.

There has been a decrease in the enrolment of some colleges. This is probably due as much to economic depression as to the raising of standards, though the Principal of the Agricultural College, Poona, reports that the decrease in the number of students in this college is mainly due to the higher standard for a pass fixed by the Bombay University.

13. The main developments that have occurred in these Colleges during the quinquennium are reported below.

In Madras, the syllabus for the B. Sc. (Ag.) Degree course was revised in 1932. Under the new system students have to appear for the University Examination at the end of each year of the degree course of three years and the standard for admission to the Agricultural College, Coimbatore, has been raised to a pass in the Intermediate Examination, including chemistry and two of the other six prescribed subjects. In 1933-34, the regulations of the Madras University were so amended as to permit a Bachelor of Science in Agriculture to submit a thesis for the M.Sc. degree.

In 1933-34, a short course in practical agriculture lasting from July to March was instituted to meet the needs of young men who cannot undergo the full university course.

In Bombay during the year 1931-32, the Bombay University revised the degree courses and instituted a new course of B.Sc. (Agri.) from June 1934.

In the United Provinces, the Government Agricultural College, Cawnpore, trains students for the Intermediate Examination in Agriculture of the Board of High School and Intermediate Education and for the B. Sc. (Agri.) degree of the Agra University. The courses of study for the B. Sc. (Agri.) degree were revised during the quinquennium.

In the Allahabad Agricultural Institute, which is an aided institution run by the American Presbyterian Mission, the most important development was the establishment of the degree course in agriculture in 1932. Prior to this, students of this Institute passing the Intermediate Examination in Agriculture had great difficulty in securing admission to a college for the degree course.

In the Punjab Agricultural College, Lyallpur, the standard of qualification of students has improved—60 per cent. of the candidates admitted in 1936 had passed the Matriculation in the first division. An interesting innovation was the application of intelligence tests to all new entrants.

In the College of Agriculture, Nagpur, substantial progress is reported to have been made in the direction of providing adequate facilities for post-graduate studies. A degree of Master of Agriculture was instituted to encourage specialization and research in the sciences associated with agriculture.

The Khalsa College, Amritsar, has also been affiliated to the Punjab University for the B. Sc. degree in agriculture.

14. The most encouraging feature connected with agricultural education has been that the amount of unemployment among ex-students of the different institutions is said to be comparatively small. Of a total of 281 students passed from the Poona College during the period 1931-36, about 190 were employed in agriculture and other departments. At Cawnpore out of the 173 candidates who passed in five years (1932-37), 55 were absorbed in the Agricultural Service. In the Punjab, almost all the graduates of the Agricultural College get employment in the agricultural or other services. Several of them have been provided with land by Government and have settled down as farmers. Since 1931, 22 students have graduated from the Khalsa College, Amritsar, and so far as is known, none of them has remained unemployed.

The Principal reports that these graduates have been able to secure employment more easily than graduates in arts or other sciences. At Nagpur, out of 106 students who passed the final examination during the quinquennium, 46 secured employment in the agricultural department. It is reported that the right type of students now seeks admission, and the number of openings for graduates from this College is increasing. In Madras, 172 students passed since 1933 and the majority of them entered the agricultural department.

Another marked feature has been the comparatively large number of candidates who go abroad for higher education in agriculture, unfortunately complete statistics are not available, but the Principal of the Agricultural College, Coimbatore, reports that so far as is known, 9 Madras students went abroad, 7 to England and 2 to America.

15. The Imperial Council of Agricultural Research continues to secure the co-operation of Indian universities in the prosecution of agricultural research. Up to the end of the year 1936-37 research grants aggregating Rs. 5,87,960 have been sanctioned to 8 universities for 16 schemes. The fresh schemes sanctioned by the Council during the quinquennium were for the work on

- (i) the physiology of cane and wheat, at the Benares Hindu University,
- (ii) the developmental morphology and anatomy of sugarcane-sorghum hybrids and wild saccharums, at the Madras University,
- (iii) organic constituents of Indian soils, at the Dacca University,
- (iv) nitrogen fixation in soils, at the Allahabad University, and
- (v) investigations of the electric method of hygrometry, at the Punjab University.

Another important event during the period was the scientific stock-taking of the Council's research activities carried out during 1936-37 by Sir John Russell, Director of the Rothamsted Experimental Station. His recommendations on the university schemes are as follows:—"Part of the Council's funds should be used for promoting scientific research at the universities on subjects basic to the science and practice of agriculture. This financial aid, however, should be essentially personal: it should be given in order to enable an investigator of proved capacity to develop further his own main line of research. No question of possible practical value should be raised: in training for research it is the man and not the subject that matters."

The first part of the recommendation is in accordance with the present practice as the Council has made substantial grants to several universities for the carrying out of specific investigations. The last portion of Sir John Russell's recommendation was considered by the Governing Body of the Council and has been noted for further consideration.

(v) *Veterinary Colleges.*

16. There are five veterinary colleges in British India, as in the last quinquennium. These are at Madras, Bombay, Calcutta, Lahore and Patna. The main statistics regarding the expenditure and enrolment of these colleges are given in the following table.

TABLE XCIX.
Veterinary Colleges.

Province.	Name of College.	Enrolment.		Expenditure in 1936-37.			Total expenditure.	
		1932.	1937.	Government funds.	Fees.	Other sources.	1932.	1937.
				Rs.	Rs.	Rs.	Rs.	Rs.
Madras ..	1. Veterinary College, Madras.	125	101	58,916	18,937	34	86,692	77,887
Bombay ..	2. Veterinary College, Bombay.	116	113	(a)	(a)	(a)	(a)	(a)
Bengal ..	3. Veterinary College, Belgachia, Calcutta.	169	184	1,67,284	..	..	1,88,394	1,67,284
Punjab ..	4. Punjab Veterinary College, Lahore.	143	133	1,65,030	33,740	..	1,71,444	1,98,770
Bihar ..	5. Bihar Veterinary College, Patna.	52	74	69,438	7,149	(b) 6,750	59,526	83,337

(a) Figures not available.

(b) Represents contribution from the Govts. of the United Provinces and Orissa.

The Veterinary College, Madras, has been recognised by the University of Madras as a constituent college of the University for the degree of Bachelor of Veterinary Science, and arrangements have been made to introduce a degree course from the academic year 1936-37.

The Veterinary College, Bombay, has maintained its popularity as may be judged from the very great number of applicants for admission from all parts of India and abroad. There has been no deterioration in the standard of efficiency of the students, and the results in examinations, both written and oral, have been satisfactory.

The Veterinary College, Calcutta, also continues to be popular and its enrolment is steadily increasing. The rules regarding the admission of students to the College were revised in 1936.

In the Punjab Veterinary College, useful research work continued to be carried on in the pathology and parasitology sections. A nine months' course for training farriers in hot and cold shoeing of horses and cattle and another course of three months' duration for dressers were started during the quinquennium.

During the years under report, the Bihar Veterinary College also made satisfactory progress and admissions were on the up-grade. In 1935-36, a detailed syllabus of lectures was drawn up.

17. It is reported that the graduates of these colleges are generally able to secure employment and in some areas the demand for them is great. For example, the Bombay Report states that "at present the demand is so much that no graduate is available for service"¹.

18. The question of providing proper facilities for veterinary education of the highest standard in India, such as would secure international recognition and equip young Indians for appointment to the Indian Army Veterinary

¹ Bombay page 151.

Corps or the superior provincial veterinary services, has long been under the consideration of the Government. With a view to implementing the recommendations of the Royal Commission on Agriculture in this respect, the matter was discussed at the second meeting of the Animal Husbandry Wing of the Board of Agriculture and Animal Husbandry in India held at Madras in 1936, and a proposal has since been put forward for the establishment of a Central Veterinary College at Izatnagar, in which the course of instruction will be of five years' duration and the syllabus practically the same as that for the M. R. C. V. S. course in the United Kingdom. This proposal is at present under the consideration of the Government of India.

The Imperial Veterinary Research Institute, Mukteswar, continued to give post-graduate training during the quinquennium and 77 officers availed themselves of it. The Physiological Chemist Section of the Imperial Dairy Institute, Bangalore, was transferred to the control of this Institute and located at Izatnagar and has been renamed the Animal Nutrition Section of the Imperial Veterinary Research Institute.

(vi) *Engineering Colleges.*

19. The table below gives the enrolment and expenditure of engineering colleges in British India.

TABLE C.
Engineering Colleges.

Province.	Name of College.	1932.		1937.	
		Enrolment.	Expenditure.	Enrolment.	Expenditure.
Madras	1. College of Engineering, Guindy ..	253	Ra. 1,92,450	309	Ra. 1,95,042
Bombay	2. College of Engineering, Poona ..	172	2,05,204	216	2,07,374
Bengal	3. Bengal Engineering College, Sibpur	307	3,98,599	285	3,35,260
United Provinces ..	4. Thomason Civil Engineering College, Roorkee.	188	1,87,278	136	1,80,610
	5. Engineering College, Benares Hindu University.	564	(a)	504	(a)
Punjab	6. MacLagan Engineering College, Moghulpura, Lahore.	235	2,57,661	253	1,98,929
Burma	7. The Burmah Oil Company College of Engineering, Rangoon (Rangoon University).	51	(a)	54	(a)
Bihar	8. Bihar College of Engineering, Patna.	252	1,42,680	278	1,64,925
Sind	9. Nadirshaw Edulji Dinshaw Engineering College, Karachi.	149	94,641	218	96,191
	Total ..	2,171	14,78,513	2,253	13,78,331

(a) Separate figures not available.

While the total enrolment has advanced from 2,171 in 1932 to 2,253 in 1937, the expenditure has been reduced from Rs. 14,78,513 to Rs. 13,78,331. The reduction is mainly due to financial depression.

20. The provincial reports record the following developments in these colleges.

In Madras, the subordinate engineering classes of the School of Engineering at Vizagapatam, which was abolished from July 1932, were amalgamated with the College of Engineering at Guindy. The additions and extensions to the Electrical Laboratory of the College have been completed and the erection of machinery is proceeding. The College keeps in close touch with engineering firms and employers with a view to securing employment for passed students.

In the College of Engineering, Poona, a course in electrical engineering leading to the degree of B. E. (Electrical) was introduced in 1932-33 and a revised syllabus for this course was approved by the University in 1933-34. A special grant of Rs. 9,700 was sanctioned to improve the equipment of the electrical laboratory of the College consequent on the introduction of the new course. A further additional grant of Rs. 1,700 has also been sanctioned annually for a period of five years from 1934-35. The curriculum of the civil engineering degree course was revised by the University in 1936-37, and some other improvements were also effected in the College.

In the Bengal Engineering College, Sibpur, degree courses were introduced in mechanical and electrical engineering. The College also worked out schemes for the introduction of an alternative course in aeronautics in the course of studies for the B. E. degree examination, a degree course in architecture and a three years' B.Sc. degree course in metallurgy. Though these were not introduced during the period under review, a hope is expressed that their introduction will be sanctioned in the near future. In spite of the financial stringency, improvements were made in almost all the college laboratories, especially in the laboratories attached to the mechanical engineering and electrical engineering departments.

In the United Provinces the recommendations of the Retrenchment Committee which sat in 1931, resulted in the reduction of the departments of teaching from five to three in the Thomason Civil Engineering College, Roorkee. They now comprise civil engineering, pure and applied mathematics and mechanical and electrical engineering. In spite of this, however, the college has maintained its reputation during the quinquennium. Since 1934, the Government of the United Provinces have agreed to take three students per year from the Indian Military Academy for a three-year course in engineering. These are officers destined for engineer commissions in the Indian Army. The first batch joined in 1935, and the second in 1936. The United Provinces Government have now agreed to take up to five a year. To supervise these students, Army Headquarters have posted to the staff of the College a R. E. Officer of field rank.

The Engineering College of the Benares Hindu University continued to provide training in engineering, mining and metallurgy.

In the MacLagan Engineering College, Lahore, a course for "C" class students extending over two sessions each of nine months' duration was sanctioned by Government in 1935 with a view to providing a vocational rather than an educational training for young men of good education who were desirous of seeking careers as artisans or skilled tradesmen, or who wished to qualify themselves for employment in workshops or to start work on their own account. The question of increasing the course to three sessions is at present under consideration. It is reported that competition for entrance to the "C" class was keen. The third bay of the College workshop was completed during the quinquennium and equipped with the necessary plant. Every effort is being made to find openings in the employment market on behalf of students who have satisfactorily completed the course, and it is satisfactory to note that out of 36 students of "A" and "B" classes who passed the examination in 1936, 21 are definitely known to have secured employment.

In the Burmah Oil Company College of Engineering, mechanical and electrical engineering classes were opened for the first time in 1934-35. An electrical laboratory was equipped at a cost of Rs. 40,000, which was borne by the University Endowment Fund.

In the Bihar College of Engineering, the courses of study for the subordinate civil engineering classes were thoroughly revised in 1932-33, important changes being the introduction of instruction in water-supply and sanitary engineering and more insistence on steady and consistent sessional work. The degree of the college has been recognised by the City and Guilds of London Institute, and graduates of the College desirous of obtaining technological certificates of the Institute in certain engineering subjects are now allowed to take the final paper only.

In the Nadirshaw Edulji Dinshaw Engineering College, Karachi, a class for training wireless operators was started in June 1932, and affiliation for the degree courses in mechanical and electrical engineering was granted by the University of Bombay from June 1934. About Rs. 30,000 were spent on equipping the electrical laboratory and the mechanical workshops. Extensions have also been made to the existing workshops at a cost of Rs. 10,000 to accommodate the new classes.

21. The Indian School of Mines, Dhanbad, Bihar, is a central institution. Details as regards the number of students and courses at this institution were given in the last Review. As was then stated, its diploma has been recognised by the University of London for the purposes of its B.Sc. degree in engineering (mining). Negotiations are now in progress for holding the examinations of the University, both Intermediate and Final, for that degree at the Indian School of Mines.

Approximately 20 students have been enrolled annually during the quinquennium: in regulating the admissions regard is had to the prospects of employment for students who complete the course. The number of students who have obtained the Certificate and the Diploma of the School is given in the table below.

TABLE CI.

Number of successful candidates in the Certificate and Diploma examinations of the Indian School of Mines, Dhanbad.

	1932.	1933.	1934.	1935.	1936.	Total.
Certificate in Coal Mining ..	10	7	6	9	6	38
Certificate in Metal Mining ..	1	2	3	1	3	10
Certificate in Geology	1	3	2	4	3	13
Diploma in Mining Engineering ..	14	8	10	6	5	43
Diploma in Geology	5	1	3	1	2	12
Total ..	31	21	24	21	19	116

(vii) *Colleges of Commerce.*

22. The number and enrolment of Colleges and University Departments of Commerce are given in the table below.

TABLE CII.

Colleges and University Departments of Commerce, 1936-37.

Province.	Institutions.	Number of students.		Expenditure.			Total.	
		1931-32	1936-37.	Government Funds.	Fees.	Other sources.		
				Rs.	Rs.	Rs.	Rs.	
Bombay ..	Sydenham College of Commerce and Economics.	314	415	}	..	85,502	38,852	1,24,464
	Hargovandas Lakhmichand College of Commerce, Ahmedabad.		96					
Bengal {	Calcutta University ..	150	295	}	Separate figures not available.			
	Dacca University ..	24	77					
United Provinces.	Allahabad University ..	56	61	}	Separate figures not available.			
	Lucknow University ..	55	67					
Punjab ..	Hailey College of Commerce, Lahore.	125	133	42,000	16,704	..	58,704	
Delhi ..	College of Commerce (Delhi University).	84	193	Separate figures not available.				
	Total ..	808	1,336	..	..	..	..

As stated in the last Review, the pioneer in this form of education is the Sydenham College of Commerce and Economics, Bombay. This College was started in 1913, with the main object of supplying the growing needs not only of that province but of India generally for young men specially trained for commercial occupations. During the quinquennium under review, the constitution of the Advisory Board of the College was revised twice—once in 1933, and again in 1936. The Board as now constituted, being fully representative of all the important commercial interests in the city of Bombay, renders valuable service in advising Government on questions relating to the College and in enabling the institution to maintain close contact with the practical requirements of commerce and industry.

As regards the prospects of employment of commerce graduates, the Principal reports: "I am glad to say that a fair number of them continue to get suitable employments. Of course, they are not now as fortunate as those who passed out of the College some ten years ago. Day by day, owing to the unemployment among educated classes and trade depression, the problem of service is becoming more and more difficult, and graduates of the College are no exception to this state of affairs. However, the number of old students of the College who remain without employment for a considerable time is comparatively small. The experience is that those who do well at the B.Com. Examination or who have good business connections find no great difficulty in getting fixed up in banks, mills or some other commercial concerns. Among those who have to wait for a long time are persons who are of very ordinary calibre and some who do not like the idea of going away from their homes. Owing to the fact that the young men after leaving the College do not keep themselves in touch with it, it is sometimes difficult to inform them of the vacancies for their employment. With a view to overcoming this difficulty, it is proposed to maintain a register of both employed and unemployed graduates of the College."¹

In the Bombay presidency a new College of Commerce—the Hargovandas Lakhmichand College of Commerce—was opened at Ahmedabad in June 1936 and was affiliated to the University of Bombay in courses of instruction for (a) the Intermediate Commerce Examination and (b) the B. Com. Examination. An Advisory Board consisting of leading businessmen of Ahmedabad has been formed with the object of advising the Governing Body of the Ahmedabad Education Society, which maintains the College, on questions of policy, organization, buildings and equipment. Efforts have also been made to keep the work of the College in full harmony with the practical requirements of commerce and industry. Although 1936-37 was the first year in the life of the College, there were 80 students in the Intermediate Commerce Class and 15 in the Junior B. Com. class.

In Bengal, facilities for advanced commercial education were provided, as before, by the two Universities of Calcutta and Dacca and the Commerce

¹ Bombay, page 50.

Department of Vidyasagar College, Calcutta. In the United Provinces, similar facilities were provided by the Allahabad and Lucknow Universities.

The Hailey College of Commerce, Lahore, is managed, as before, by a Committee consisting of representatives not only of academic interests but also of the banking and commercial community. A welcome feature of the quinquennium is the fact that the College has been able to attract students from among the sons of well-to-do businessmen in larger numbers than hitherto. Since 1935, practical training has been made compulsory for all students, who have now to work in a business house or a Government office for two months—June and July.

The Commercial College, Delhi, was recognised as a degree college in 1932, authorized to teach English and Commerce (Higher Accountancy or Banking group) with Economics, Mathematics or History as the third subject.

(viii) *Statistical training.*

23. Mention may be made here of the Indian Statistical Institute, Calcutta, which was founded in 1931, with the object of promoting the study of statistics, both pure and applied, and of allied subjects. The courses of training are primarily intended for Government and University officers and workers in research and educational institutions, who desire to acquire a working knowledge of modern statistical methods with particular reference to their own special subjects. Arrangements are also made for higher studies and advanced work in statistics for qualified workers. Research students who bring their own materials are given the necessary guidance as well as full facilities for work in the Institute. The normal course is of one year's duration. Such full courses are, however, not always required by workers interested in particular branches and shorter courses of three months and one month are arranged for such persons.

A scheme of examination for the award of diplomas and certificates for proficiency in statistics, which had been under the consideration of the Institute for some time, received formal sanction in April 1936. In order to maintain adequate scientific standards, it has been decided that at least one examiner and one moderator in each examination should be appointed from among well-known statisticians outside India.

(ix) *Teaching.*

24. This section deals with Colleges and Departments of Universities for training men teachers for service in English and anglo-vernacular secondary schools. The provision made for training teachers in vernacular schools has been discussed in Chapter IV, and that for women teachers of all kinds in Chapter VI of this Review.

The statistics regarding the training colleges for men are given in the tables below.

TABLE CIII.

Training Colleges for Men.

Province.	1931-32.			1936-37.		
	No. of institutions.	No. of Students.	No. of female students included in the previous column.	No. of institutions.	No. of Students.	No. of female students included in the previous column.
Madras	3	280	..	2	332	..
Bombay	1	75	10	1	101	21
Bengal	2	144	..	3	190	..
United Provinces ..	3	282(a)	4	4	362(b)	29
Punjab	2	175	7	2	162	..
Burma .. ..	..	91(c)	42	..	141(c)	91
Bihar	2	83	..	1	52	..
Central Provinces and Berar.	1	134	8	1	127	6
Assam .. ..	..	..	..	..	..	..
North-West Frontier Province ..	1	41	..	..	..	..
Sind .. ..	..	..	..	..	..	..
Orissa .. ..	..	..	..	1	21	..
British India ..	15	1,425	71	15	1,488	147
1926-27	15	1,142	17	..	..	..
1921-22	17	1,190	10	..	..	..
1916-17	12	716	7	..	..	..
1911-12	10	522	5	..	..	..
1906-07	5	332	6	..	..	..
1901-02	5	190	11	..	..	..

(a) Includes 101 students and (b) 115 students reading at Benares and Aligarh University Departments.

(c) Breeding at the University Department.

TABLE CIV.

Expenditure on Training Colleges for Men.

Province.	1931-32.					1936-37.				
	Government funds.	Board funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1,56,537	276	2,685	17,932	1,77,430	1,49,970	..	3,539	16,347	1,69,856
Bombay	70,394	..	2,445	10	72,849	64,095	..	2,400	91	66,586
Bengal	1,64,703	..	925	242	1,65,870	1,31,258	..	..	44	1,31,302
United Provinces*	1,41,042	..	..	..	1,41,042	1,58,551	..	2,475	2,463	1,63,489
Punjab	1,29,862	..	18,248	5,932	1,54,042	1,21,633	..	25,854	10,730	1,58,217
Burma* .. ..	..	..	..	..	..	..	..	..	..	..
Bihar	67,228	..	..	120	67,348	46,655	..	1,112	234	48,001
Central Provinces and Berar.	1,39,466	..	681	4,464	1,44,611	88,317	..	1,855	3,298	93,470
Assam .. ..	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province.	18,872	..	..	..	18,872	..	..	..	..	..
Sind .. ..	..	..	..	..	..	..	..	..	..	..
Orissa (a) ..	..	..	..	..	..	13,027	..	..	..	13,027
British India ..	8,88,104	276	24,984	28,700	9,42,064	7,73,506	..	37,235	33,207	8,43,948
India	1926-27	9,26,038	1,816	5,496	24,022	9,57,372	..	..	..	..
	1921-22	9,38,684	7,680	2,209	34,241	9,82,814	..	..	..	..
	1916-17	5,01,822	3,691	5,846	14,621	5,26,980	..	..	..	..
	1911-12	2,98,243	875	3,142	9,279	3,11,539	..	..	..	..
	1906-07	1,98,227	213	2,905	8,942	2,10,287	..	..	..	..
	1901-02	88,558	403	550	843	90,354	..	..	..	..

* This table does not include expenditure on University Departments at Benares, Aligarh and Rangoon, for which separate figures are not available.

(a) In 1931-32, Orissa formed part of Bihar.

25. The main developments are as follows:—

In Madras, from 1932-33, all the L. T. students in the Teachers' College, Saidapet, are obliged to take a subject for subsidiary training, *i.e.*, training on a level lower than that of their main optional subject. The purpose of this is to enable them to enlarge their outlook by acquiring some acquaintance with the comparative study of methods and to equip them to handle the additional subjects of the lower secondary and primary courses of study.

The Government Training College, Rajahmundry, was visited by the Inspection Committee of the Andhra University in January 1933, and on their recommendation, permanent affiliation of the College to the University was granted with retrospective effect from July 1932. To enhance the value of the B. Ed. Examination, a practical test in the methods of teaching English and special subjects was introduced by the University from 1933-34.

In Bombay, the Secondary Training College was reorganized at the beginning of the quinquennium. The scheme involved an increase in the number of students from 60 to 100, a strengthening of the staff and an increase in the grants for library and equipment. The regulations governing the Secondary Teachers' Certificate Examination were also revised in 1935. The chief result of the new regulations has been to encourage a number of high schools to open training classes for fresh graduates and matriculates, which can be recognised by Government. It is hoped that the new regulations will raise the standard of the examination.

In Bengal, the David Hare Training College, Calcutta, and the Teachers' Training College, Dacca, "have been passing through an ordeal. . . . The normal expenditure on the two colleges was cut down nearly by Rs. 31,500 a year with effect from 1933-34."¹ The Bengal Report states that in the case of the David Hare Training College, "all the grants were ruthlessly cut down—the library grant by 40 per cent. and the apparatus grant by 30 per cent. and this adversely affected the efficiency of work as the grants were fixed originally on a very low scale."²

In this province the percentage of trained graduate teachers to the total number of teachers in the high schools is only 7.2 per cent. and one high school has only 0.9 trained graduate teachers. This is mainly due to the inadequacy of the provision for the training of teachers. The pressure for admission to the training colleges increased, both at Dacca and Calcutta, and more than 500 applicants every year applied for admission, although normally only 80 could be taken at Dacca and 60 at Calcutta.

With a view to offering facilities to teachers for training and to promote the systematic study of the science and art of education, the University of Calcutta opened a Teachers' Training Department in July 1935. At present the course extends over three months. It is reported that "the short courses of training are obviously purely temporary measures"³ as "it cannot be seriously contended that a three months' course is enough to give satisfactory training; but even a three months' course is better than nothing."³

In the United Provinces, there are three Government Training colleges; one at Allahabad is for graduate teachers and the other two at Lucknow and Agra are for undergraduate teachers. There are also two training colleges attached to the Benares Hindu University and the Aligarh Muslim University which train for a B. T. degree. In 1932, a new training college—the Lucknow Christian Training College—was opened as a result of the recommendations of the Lindsay Commission on Christian education in India.

¹ Bengal, page 136.

² Bengal, page 138.

³ Bengal, page 137.

In the Government Training College, Allahabad, admissions were made until 1934 by the Principal on the recommendations of the circle inspectors of schools. Since 1935 admissions have been regulated by a committee appointed by Government, consisting of the Deputy Director of Public Instruction, a member nominated by Government and the Principal. This Committee considers all applications with the recommendations of the circle inspectors and selects 65 candidates, while the Director of Public Instruction nominates 5 more. Thus the total admissions number 70. The academic qualifications of those admitted continue to improve and a scheme of tutorial groups which was started in 1935-36 promises well.

The Training College attached to the Benares Hindu University provides facilities for training about 70 teachers a year, one-third recruited from Indian States and the rest from the different provinces. In the Training College attached to the Aligarh Muslim University also, students are drawn from various provinces all over India and some are deputed by the Indian States, but it is stated that half the number taken belongs to the United Provinces. 45 students are admitted annually from applications varying between 300 and 400.

In the Government Training College, Agra, intermediate passed students formerly took a one-year course instead of a two-year course which was intended for the candidates who had passed only the High School examination. In 1935, a common course of two years was introduced for all, with the result that a system of group and tutorial work has now become feasible.

In the Government Training College, Lucknow, an addition of 21 single rooms was made to the hostel and various other improvements were carried out. The main object of the training is to turn out men capable of taking all class subjects and specialization is discouraged.

In the Punjab, the qualifications of candidates admitted to the Central Training College, Lahore, have improved and more attention has been devoted to teaching technique and experimental work, and to giving the pupil teachers a right attitude towards life and their vocation. Special attention has also been paid to the admission as far as possible of candidates possessing high academic qualifications, and this has helped in improving the quality of the trained teachers.

In Burma, the University Teachers' Training College, which was started in 1931, provides a post-graduate course leading to the B. Ed. degree and a course for under-graduates leading to the University Trained Teachers' Certificate, each course being of two years' duration. It gives a sound training on modern lines in literary subjects, in drawing and painting and in physical education. A third year's course has now been arranged for students who wish to specialize in physical education on completion of the ordinary course.

In Bihar, there is now only one training college, viz., the Patna Training College. The Cuttack Training College, owing to the separation of Orissa on the 1st April 1936, was transferred to the new province. In 1934-35 the University and Government in Bihar sanctioned the necessary regulations to replace the degree of Bachelor of Education by a new degree of Master of Education. The Principal remarks that there is a decided preference for

Masters of Education as compared with **Diplomates in Education** in the matter of employment of teachers in Government as well as non-Government institutions. It is gratifying to note that school authorities all over the province are availing themselves more and more freely of the services of the college when new appointments have to be made.

In the Central Provinces, the Spence Training College, Jubbulpore, prepared students for the B. T. degree of the Nagpur University and for the Trained Teachers' Certificate examination. The Trained Teachers' Certificate classes were affiliated to the Nagpur University in July 1934 and now read for the Diploma in Teaching. The whole College now takes examinations conducted by the University both for the B. T. degree and the Diploma in Teaching. An extra subject, the history of education, has been added to the B. T. syllabus.

In Assam, the chief event of the quinquennium in regard to the training of teachers was the opening of classes for the B. T. degree in St. Edmund's College, Shillong. The results of the first year were excellent, six students having obtained first class degrees, and the reputation of the College has attracted 60 students this year.

In Orissa, the strength of the Cuttack Training College was 21 in 1936-37. It is reported that the need both for an increase in the number of places and for a strengthening of the staff was clearly felt during the year but no orders were passed.

In the North-West Frontier Province, the Training College at Peshawar was really a training school containing senior vernacular and junior vernacular classes and it is now classified as a training school. Candidates for training as Anglo-vernacular teachers are sent to the Central Training College, Lahore.

In Sind, there is no training college for secondary teachers, although the need for such an institution is keenly felt. At present, 9 places are reserved for Sindhis at the Government Secondary Training College, Bombay, for which the Sind Government pay an annual subsidy of Rs. 5,400 to the Bombay Government.

In Delhi also, no local provision for the training of Anglo-vernacular teachers exists. Special arrangements have, however, been made by the local Administration with the Punjab Government for Delhi candidates to be trained at the Central Training College, Lahore. Two seats for Delhi students are reserved annually for admission to the B. T. or S. A. V. class at this college and the Delhi Administration pays the *per capita* cost for the training of their students. Three male candidates from Delhi are also sent every year for training to the Anglo-Vernacular Teachers' Training Class, Ajmer.

In Ajmer-Merwara, an Anglo-Vernacular Teachers' Training Class is attached to the Government Normal School, Ajmer. Formerly, students from this Class appeared for the C. T. Examination of the United Provinces. In 1937, the Class was affiliated to the Board of High School and Intermediate Education, Rajputana (including Ajmer-Merwara), Central India and Gwalior, which now conducts an examination at the conclusion of a year's course, the minimum qualification for admission being a pass at the Intermediate Examination.

(x) Civil Aviation.

26. During the quinquennium, the medium for training Indians in civil aviation in India was the flying clubs of which there were 8 in 1932 and 9 at the end of 1936. These clubs were primarily organized and equipped to train candidates for the private pilot's (A) licence, but from 1932 efforts have been made by the clubs to increase the scope of their training, until it is now possible to obtain training for the commercial pilot's licence at some of the clubs and for the "A" and "C" ground engineers' licences. Of the 45 licensed ground engineers, 40 have secured employment and of the 30 licensed commercial Indian pilots 19 are employed.

In 1935, the Aeronautical Training Centre of India was established as a private company and 50 students were enrolled. This number has since been increased to 80. This Centre is well equipped for instruction in aircraft engineering and wireless telegraphy. Flying instruction has been given in collaboration with the Delhi Flying Club. The Centre meets a need and makes it possible for Indians to receive a sound basic training in aviation without having to go abroad.

The flying clubs in British India are subsidized by Government, which has also granted financial assistance from time to time to promising candidates in order to enable them to obtain advanced training in civil aviation. In 1932, one "B" licence pilot was sent to England for training as a pilot instructor. In 1933, five ground engineers trained by the flying clubs in India were sent to England for advanced training and one research student was also granted financial assistance to develop his natural bent for design work and for the purpose of investigating a patented design. In 1934, four Indians were sent to England—two for training in aircraft inspection work and two for training in aerodrome control work. In 1935, three candidates were selected for training in India in wireless telegraphy and one 'B' pilot was sent to England for further training as First Officer with a view to employment in Indian Trans-Continental Airways, Limited. In 1936, four Indians with engineering experience were selected for training in India in wireless telegraphy and two Indian 'B' licence pilots for training as pilot instructors at certain flying clubs in India, and one 'B' pilot was sent to England for further training as a First Officer for employment in Indian Trans-Continental Airways, Limited. From 1934, scholarships have been granted by private bodies and certain Indian States also to assist individuals to study aviation.

(xi) Seamanship.

27. Mention was made in the last Review of the scheme formulated by the Government of India for providing facilities for the training of Indians as Marine Engineers and of the award, in pursuance of that scheme, of nine scholarships to Indian boys who were sent to the United Kingdom for acquiring training in Marine Engineering. Owing to financial and other considerations the Government of India abandoned this scheme and have sanctioned in its place a scheme which provides for the requisite practical training in India comparable in standard to that obtainable in the United Kingdom and also for an appreciably greater output of trained engineers at much the same

cost. Under the new scheme, which has been brought into operation from January 1935, the Indian Mercantile Marine Training Ship "Dufferin" has been reorganized to provide preliminary training in Marine Engineering and 50 cadets are annually admitted to the Ship, 25 of whom are trained for the Executive Branch and 25 for the Engineering Branch. The Government of India have further sanctioned the grant of 15 scholarships annually, each of the value of Rs. 50 per mensem, for the Engineering cadets passing out of the "Dufferin" to assist them financially during their 'workshop' service. They have also sanctioned the payment of fees of these cadets for attending evening classes at the Technical Schools for theoretical instruction during that period.

(xii) *Indian Military Academy, Dehra Dun.*

28. This is an Indian training institution for those who desire to obtain commissions as Indian commissioned officers in His Majesty's Indian Land Forces. The essential qualifications required of candidates for this Academy are a good general education, personality, powers of leadership, physical fitness and a keenness for sport. The educational standard is the Indian Army Special Certificate of Education, which in turn, necessitates a high standard in English. The course of instruction extends over two and a half years.

There are 30 vacancies each half year at the Academy for commissions in the Indian Land Forces, which are allotted as follows :—15 by open competition and 15 to Indian Army cadets. In addition 10 vacancies are allotted to Indian States for the training of prospective officers for the State forces.

Since the Academy was opened in 1932, 396 candidates have been admitted. Of these 161 were competitive candidates, 177 Indian Army candidates and 58 Indian States Forces candidates. The total number of candidates who have been commissioned in His Majesty's Indian Land Forces is 124.

CHAPTER VIII.

VOCATIONAL TRAINING.

As stated in the last Review, there are many institutions in India which provide for both vocational and professional training and classification is difficult in view of their widely differing activities. This chapter deals with the types of instruction which can generally be termed vocational.

(i) *Schools of Art.*

2. The tables below give the main statistics relating to schools of Art. As stated in the last Review, the name given to these institutions is often misleading as several institutions classified as "schools of Art" are really craft schools and provide very little teaching in the fine arts.

TABLE CV.

Schools of Art.

Province.	1932		1937.		1937.			
	No. of institutions.	Enrolment.	No. of institutions.	Enrolment.	Expenditure met from			Total expenditure.
					Government and Board funds.	Fees.	Other sources.	
					Rs.	Rs.	Rs.	Rs.
Madras	4	614	3	350	42,121	345	11,722	54,188
Bombay	3	743	3	692	80,751	41,422	2,881	1,25,054
Bengal	5	519	5	527	49,349	18,319	8,365	76,033
United Provinces	2	258	2	344	57,749	4,064	3,588	65,401
Punjab	1	264	1	193	58,297	..	..	58,297
Barma	1	56	1	45	200	..	..	200
Total ..	16	2,454	15	2,151	2,88,467	64,150	26,556	3,79,173

TABLE CVI.

Government Schools of Art.

Institutions.	Pupils in		1937.			
	1932.	1937.	Expenditure met from			Total expenditure.
			Government and Board funds.	Fees.	Other sources.	
			Rs.	Rs.	Rs.	Rs.
1. School of Arts and crafts, Madras.	265	244	39,979	233	5,376	45,588
2. Sir J. J. School of Art, Bombay.	432	518	79,478	41,091	930	1,21,499(a)
3. The Drawing and Design Classes, Ahmedabad.	26	30	(b)	90	..	90
4. The Government School of Art, Calcutta.	237	285	31,626	13,061	..	44,687
5. The Government School of Arts and Crafts, Lucknow.	221	274	52,968	4,064	..	57,032
6. The Mayo School of Arts, Lahore.	303	193	58,297	..	..	58,297
Total ..	1,458	1,544	262,348	58,539	6,306	3,27,193

(a) Includes expenditure on Reay Art Workshops, Bombay.

(b) The Drawing and Design Classes are attached to the R. C. High School, Ahmedabad, and maintained by Government. Separate figures for expenditure are not available.

3. The number of Schools of Art has fallen from 16 in 1932 to 15 in 1937 and their enrolment from 2,454 to 2,151. Six of these are Government institutions in Madras, Bombay, Ahmedabad, Calcutta, Lucknow and Lahore ; 5 are aided institutions ; 2 are unaided ; and 2 are maintained by local bodies.

In Madras, the Government School of Arts and Crafts has made considerable progress during the quinquennium in various directions, especially in the fire arts section, which has attracted students from other provinces and from Indian States. The crafts section has also continued to work satisfactorily. A separate section for enamelling work on gold, silver and other metals has been started, the course extending over two years. The number of pupils in the school has fallen from 265 in 1932 to 244 in 1937. This is probably due to restrictions having been imposed on admissions and to limitations in the maximum enrolment of each class, as mentioned in the last Review.

In Bombay the Thomas Committee recommended the abolition of the Sir Jamestjee Jejeebhoy School of Art with the exception of its architectural section, which was to be removed elsewhere. The Government of Bombay did not, however, accept this recommendation and decided that the School should continue on the present lines and that no reduction in the general scope of its activities should be made. In 1935-36 a new section was started in the School for training in commercial art in all its branches. This section has proved very popular as it is serving the needs of many students who apply art as a direct means of gaining a livelihood. It is also encouraging to note that during the quinquennium there has been a great increase in the number of women students, their number being 83 in 1936-37 as against 55 in 1932-33. The total number of students on the rolls of the drawing and painting, modelling, architecture and commercial art sections of the School was 518 in 1937 as against 432 in 1932.

The Drawing and Design Classes attached to the R. C. High School, Ahmedabad, continued to do useful work. Fret-work was introduced in 1936-37.

In Bombay, there are also 8 special classes for instruction in music both vocal and instrumental with 1,169 pupils.

In Bengal, the number of art schools is five as in the previous quinquennium. Of these, the Government School of Art, Calcutta, is the most important art school in the province. The main subjects taught are Indian painting, European art, the decorative arts, commercial art, wood-engraving, lithography, draftsmanship, clay-modelling, etc. The course extends over five or six years and is divided into an elementary and an advanced stage. The enrolment in the school rose from 237 in 1932 to 285 in 1937. The work of the staff and students was exhibited at Burlington House, London, in 1935 and excited considerable appreciation. The school also trains drawing masters for educational institutions.

There are also 7 special music schools in Bengal of which the best known are the Sangit Vidyalaya and Sangit Sangha of Calcutta, where vocal and instrumental music is taught, mostly to girls.

In the United Provinces, the Government School of Arts and Crafts Lucknow, continues to provide a five-year course in fine art, drawing for reproduction, architectural design, art printing, both litho and process, goldsmith's work, silversmith's work, wood carving and decorative iron work. The qualifications required for admission have been appreciably raised. There are in addition special short courses for artisans. The school also provides a two-year course for teachers. These must have passed the High School Examination and from them are recruited the teachers of drawing in anglo-vernacular schools. The total enrolment of the school has risen from 221 in 1932 to 274 in 1937.

The Marris School of Hindustani Music, Allahabad, which was established in 1926, has done much to raise the standard of music in the province. The number of students has grown from 242 at the beginning to 311 at the close of the quinquennium. Of these half come from the United Provinces and the rest from outside. Twenty per cent. are women. The staff has also been increased. Government contributes half the expenditure up to Rs. 8,000 and also the rent, viz., Rs. 3,600, of the old Council Chamber which is used for this institution. There are two courses ; a three years' intermediate course and a five-years' degree course in music. There is also a sixth year or post-graduate course.

In the Punjab, the Mayo School of Arts, Lahore, maintained its reputation throughout the quinquennium as the premier art institution of the province. The total number of students on the roll has decreased from 303 in 1932 to 193 in 1937. This decrease is due to the various causes, e.g., (i) abolition of the book-binding department ; (ii) separation of the Sanitary Inspector's Class in Drawing ; (iii) closing of one of the two Drawing Training Classes ; (iv) opening of new special institutions for training in Cabinet making and the Smithy Class ; viz., the metal works at Ambala and Sialkot and the wood working at Jullundur. The cabinet work, commercial painting and fine art classes in the Mayo School continued to be very popular.

4. India has a long tradition of artistic achievement and these schools of art are doing useful work in maintaining this tradition. There is, however, much room both for expansion and for general improvement in technique. A recent writer on India has said that " dress, furniture, architecture, the fine arts and music, give ample scope for the expression and the enjoyment of beauty, and in this sphere India has much to give as well as to learn."¹

(ii) *Technical, Craft and Industrial Schools.*

5. During the quinquennium under review, the total number of schools of these types has increased from 483 to 536 and the number of pupils reading

¹ F. S. Marvin : India and the West, page 123.

in them from 26,711 to 30,549. The provincial figures regarding these institutions and their enrolment as well as their expenditure are given in the tables below.

TABLE CVII.

Number and enrolment of Technical, craft and Industrial Schools.

Province.	Number of institutions		Increase (+) or decrease (-).	Number of pupils.		Increase (+) or decrease. (-).
	1932.	1937.		1932.	1937.	
Madras	73	84	+11	5,738	7,454	+1,716
Bombay	44	(a) 59	(a)	2,895	(a) 3,620	(a)
Bengal	144	153	+9	6,315	6,996	+681
United Provinces ..	107	95	-12	3,933	3,833	-100
Punjab	43	54	+11	4,516	3,753	-763
Burma	2	1	-1	231	39	-192
Bihar	48	(a) 39	(a)	2,079	(a) 2,327	(a)
Central Provinces and Berar.	2	13	+11	149	794	+645
Assam	15	14	-1	374	639	+265
North-West Frontier Province.	..	..	..	..	..	..
Sind	(a)	5	(a)	(a)	238	(a)
Orissa	(a)	10	(a)	(a)	234	(a)
Coorg	1	1	..	12	6	-6
Delhi	2	4	+2	336	476	+140
Ajmer-Merwara ..	1	1	..	102	62	-40
Baluchistan ..	..	..	..	..	..	..
Bangalore	1	2	+1	31	67	+36
Other Administered Areas.	..	1	+1	..	10	+10
British India ..	483	536	+53	26,711	30,548	+3,837

(a) In 1931-32 Sind formed part of Bombay and Orissa of Bihar, while in 1936-37 they were constituted into separate provinces. Hence figures for 1932 and 1937 are not strictly comparable for these four provinces.

TABLE CVIII.

Expenditure on Technical, Craft and Industrial Schools, 1936-37.

Province.	Expenditure met from				Total expenditure.
	Government Funds.	Board funds.	Fees.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	3,55,687	3,671	54,806	6,53,230	10,67,394
Bombay	2,12,051	83,058	1,93,379	1,31,058	6,19,546
Bengal	3,71,222	1,41,754	49,910	2,42,692	8,05,578
United Provinces	6,58,489	44,571	12,406	1,66,061	8,81,527
Punjab	3,79,477	4,587	26,805	50,915	4,61,784
Burma	24,155	..	..	..	24,155
Bihar	3,54,425	793	11,842	1,46,813	5,13,873
Central Provinces and Berar	94,112	320	2,343	30,170	1,26,945
Assam	58,322	4,499	1,932	14,693	79,446
North-West Frontier Province .. .. .	..	..	..	..	..
Sind	4,283	7,027	1,257	9,251	21,818
Orissa	16,696	..	2,959	27,733	47,388
Coorg	2,289	..	..	181	2,470
Delhi	22,653	765	496	3,271	27,185
Ajmer-Merwara .. .. .	..	..	..	4,000	4,000
Baluchistan .. .. .	..	..	..	..	..
Bangalore	4,057	..	..	1,216	5,273
Other Administered Areas .. .. .	..	..	3,135	682	3,817
British India	25,57,918	2,91,045	3,61,270	14,81,966	46,92,199

6. Mention may first be made of those technical institutions which provide a specialized training in some particular branch of industry and demand as a condition of admission a fairly high standard of general education.

7. In the Harcourt Butler Technological Institute, Cawnpore, the leather chemistry section and the teaching side of the general research section were abolished in 1932 as a result of the recommendations of the second Mackenzie

Committee. Of the remaining two sections—Sugar and Oil, the former became very popular owing to the phenomenal development of the sugar industry and attracted a very good type of student. Its all-India importance led to its being handed over to the Imperial Council of Agricultural Research in 1936 and it has become the Imperial Institute of Sugar Technology. The sugar technological course has been extended to three years and a new two years' course in sugar engineering has been added to the existing courses. A scheme was worked out in 1932 for developing the Oil Section of the Institute into an all-India Institute of Oil Technology but this has not materialized. The Imperial Council of Agricultural Research is making a grant to the Institute on a yearly basis. The expenditure on the Institute fell from Rs. 1,42,252 in 1932 to Rs. 1,03,090 in 1936-37, while its enrolment has risen from 23 to 104. This increase is due to the rise in enrolment in the Sugar Section and also to the admission of some students for short course training in the Oil Section. Of 188 students who passed out during the last five years, 168 are reported to have secured employment.

8. The Victoria Jubilee Technical Institute, Bombay continued to provide regular courses of instruction covering a period of four years in mechanical engineering, electrical engineering, textile manufactures, technical and applied chemistry, and sanitary engineering and plumbing. A new textile workshop was opened in 1934. The number of students in 1936-37 was 539 as against 559 in 1931-32. Students from this Institute sit for the City and Guilds of London Institute Technological Examinations.

In addition to the regular courses of instruction, the Institute provides apprentice classes for artisans. In 1934-35, in view of the development of wireless and radio communications, evening classes extending over a period of 4½ months for the training of students in the elementary principles of radio communication and maintenance and repairs of radio instruments were organized in the Institute. All these classes have been well attended.

The total expenditure of the Institute in 1936-37 was Rs. 2,58,716. A grant-in-aid of Rs. 1,25,000 was received from the Department of Industries.

The R. C. Technical Institute, Ahmedabad, which is maintained by the Government of Bombay, provides instruction covering a period of three years in cotton spinning, cotton weaving, and mechanical engineering. In 1935-36, an additional subject, "steam and heat engines", was introduced in the III year Textile Course. A wiremen's class was also organized in the Institute in 1936 to train boys to take the II Class certificate of competency for electric wiremen. There were 117 pupils in the Institute in 1936-37 as compared with 132 in 1931-32.

9. The Jamshedpur Technical Institute, which was established in 1921 by the Tata Iron and Steel Company, was remodelled during the period under review. In 1932, a five-year course, called the "C" class apprenticeship course, was introduced in order to train young men for junior mechanical posts in the Company. The minimum educational qualification for admission to this class is a pass in the middle school certificate examination (with English);

and recruitment is made generally from the sons and wards of employees of the Company, the successful apprentices being given permanent posts under the Company. Under a revised scheme introduced in 1935, "A" class apprentices are recruited from candidates possessing an Honours or first class degree or diploma in mechanical or electrical engineering or in metallurgy of a recognised institution and "B" class apprentices are taken from candidates possessing ordinary degrees in the same subjects. The course extends over two years, and, on its completion, the successful apprentices are appointed to superior posts under the Company.

10. In the Government School of Technology, Madras, several improvements were effected during the quinquennium under report. The standard of instruction in mechanical and electrical engineering was raised and L. M. E. and L. E. diplomas are now awarded to those who successfully complete their courses of training. The mechanical and electrical workshops and laboratory were also strengthened by additional equipment. Three separate printing courses were organized, one for compositors and proof-readers, one for machine-minders and a third, a diploma course, for those who complete the first two courses. The School continued to be a centre for the examinations of the London City and Guilds Institute.

The Government Textile Institute, Madras, continued to provide instruction in three courses, namely, the Supervisors' course, the Artisans' course and the Cotton-power Spinning course for mill apprentices, as well as special courses in certain subjects such as knitting. In order to supplement the training afforded to pupils in this Institute and to fit them better for subsequent employment, arrangements have been made with the Buckingham and Carnatic Mills, Limited, Madras, that they should accept for a three years' course of training in their mills, three textile apprentices every year, the selection being restricted to those who have passed the Supervisors' course in the Institute. With a view to affording facilities for the training of suitable candidates to act as instructors in textile schools, a pupil-teacher's course extending over a year was introduced in 1936-37. Selection for the course is made from among those who have successfully undergone the Supervisors' Course.

The Government Industrial School, Madura, caters for the needs of the southern districts of the Presidency and provides instruction in mechanical and wood-working trades extending over five years. With a view to meeting the demand for trained electricians and wiremen consequent on the development of electric supply in the southern districts, a two years' course for electricians was started in July 1936.

11. In Bengal, the more important technical schools are the Calcutta Technical School, the Kanchrapara Technical School, the Kharagpur Technical School, and the Pahartali Technical School. The three latter institutions which are managed by the Eastern Bengal Railway, the Bengal Nagpur Railway and the Assam Bengal Railway respectively train apprentices for the

railway workshops while the Calcutta Technical School has arrangements for extensive courses of theoretical training, with laboratory practice, for apprentices in various engineering and other concerns in and around Calcutta.

12. In the Punjab, the Victoria Diamond Jubilee Technical Institute, Lahore, which was originally started with the object of attracting high-caste Hindu boys to industrial pursuits and of breaking down their prejudice against manual labour, completed 40 years of its useful existence. During the past decade it has turned out 322 mechanical and electrical engineers, 92 trained mechanics and 24 oil-engine men. Some necessary changes were made during the year 1936-37 in the staff of the Institute and many improvements were also effected in the workshops and laboratories.

The Government Technical School, Lahore, is also doing useful work. Applications for admission to its Electro-Mechanics Department have been numerous. The Die Press Sheet Metal Work and Die Making Departments also increased in popularity. The number of students decreased from 584 in 1931-32 to 104 in 1936-37. The decrease is due to the progressive elimination of classes under the old scheme and to a selective entry under the new scheme of training.

13. In Burma, the Government Technical Institute, Insein, provides training in Civil and mechanical engineering leading up to examinations of the City and Guilds of London Institute. Most of the Students who completed their courses in 1937 promptly obtained employment. The Institute also maintains evening classes and the Motor Mechanics Class continues to attract large numbers.

14. In Bihar, the principal technical schools are the Ranchi Technical Institute, the Tirhut Technical Institute and the Jamalpur Technical Institute. An outstanding event, which occurred towards the close of the period was the appointment of the Unemployment Committee by Government. This Committee enquired into the technical and other qualifications required for the employment of young men in the industries of the province and made recommendations for providing them with facilities to acquire these qualifications where such facilities do not exist and for introducing an industrial bias into the education system. These recommendations are now under examination by the different departments, and their acceptance by Government is expected to ensure a substantial extension of facilities for technical and industrial education in the province.

15. Indian students also go abroad for technical and industrial education.

There are 220 Indian students receiving training in various branches of engineering and technology in the Universities and colleges in the United Kingdom and Eire. Arrangements are also made by the High Commissioner for India for placing Indian students in factories, works, etc., for practical training in these subjects. The reports on the work and progress of these students show that with very few exceptions they take full advantage of their opportunities and give satisfaction to the firms which accept them. The

exceptions are usually those students who have failed to appreciate the real nature and aim of the training on which they have embarked, or started specialized training at too early a stage. For some years, it has been the policy of the High Commissioner for India in placing contracts to give preference, other things being equal, to firms which are willing to provide training facilities for Indian students. It is reported that the number of students for whom training facilities have been obtained has increased in recent years.

16. Considerable progress is also noticeable in the institutions which may be termed "craft schools", i.e., schools which provide training in particular crafts.

In Bombay, the Department of Industries continued to help the hand-weaving industry by means of its peripatetic weaving schools and demonstrations. The Department maintained five weaving schools for *bona fide* weavers, two weaving schools for agriculturists with a view to training them to take up hand weaving as a subsidiary occupation for supplementing their income, one cottage sizing set demonstration for teaching weavers improved methods for warping and sizing, nine cotton weaving demonstrations, one wool weaving demonstration, and one dyeing and printing demonstration. The Central Hand Weaving Institute maintained by the Department also continued its useful work of training boys in the technology of handloom weaving.

In Bengal, the weaving schools continue to be controlled by the Director of Industries. Of these the more important are the Government Weaving Institute, Serampore, and the Government Silk Weaving and Dyeing Institute, Berhampore. The former imparts training in all aspects of cotton textile technology and in handloom weaving, while the latter specializes in silk weaving.

Mention may also be made here of the Bengal Tanning Institute. It has fully justified its existence and it is hoped that before long its influence on the trade will bring the standard of the leather industry up to that of Western countries. It had an enrolment of 40 pupils and many of its old students have started small tanneries with success. Research work is encouraged.

There are also a number of institutions in Bengal which provide training in carpentry, blacksmithy, cane work, pottery, etc.

In the United Provinces, the textile and weaving group consisting of 30 schools is the most important. Among these, the Government Textile School, Cawnpore, the Government School of Dyeing and Printing, Cawnpore, the Government Central Weaving Institute, Benares, and the Government Weaving and the Cloth Printing School, Bulandshahr, are well known. Considerable additions have been made to the equipment of the Government Textile School, Cawnpore. The Government School of Dyeing and Printing, Cawnpore, has been instrumental in establishing fast dyeing and aerograph printing. The Central Weaving Institute, Benares, is reported to have introduced several important appliances and labour saving devices.

There are also 12 carpentry schools, 5 leather working schools, and other institutes for craft teaching including metal working and wood working schools, etc.

In the Punjab, the Government Hosiery Institute, Ludhiana, continued to take the lead in providing instruction in the use of modern machines and appliances and the up-to-date methods of hosiery manufacture. The number on the rolls stood at 43 in 1936-37. In the Government Tanning Institute, Jullundur, experiments were conducted with satisfactory results in the production of varnish leather, chamois leather, pigment finishing, glaze kid and white leather. At the close of the quinquennium there were 31 students in this institute. All round developments are reported in the Government Institute of Dyeing and Calico Printing, Shahdara, during the quinquennium under review. The curriculum of studies was revised and a new system of practical training for the final year class was introduced so as to afford the students an opportunity to handle work on commercial lines and to learn the system of costing. In 1936-37, 112 students were on the rolls of the Institute. Another Institute which showed good progress is the Government Central Weaving Institute, Amritsar. Its enrolment stood at 51 in 1936-37. Training in modern methods of finishing and dyeing, which was introduced a few years ago, has proved to be very successful.

In Burma, the Saunders Weaving Institute, Amarapura, trains students in the use of improved looms and appliances, provides advanced training for those who desire to become weaving masters and managers of weaving factories and gives technical advice and suggestions to the public for the improvement of the handloom industry. A revised and comprehensive syllabus covering all branches of weaving was introduced during the quinquennium and students are now trained strictly according to this syllabus.

In Bihar, an important change has been introduced in the working of the three Government handicraft institutes, viz., the Cottage Industries Institute at Gulzarbagh, the Silk Institute at Bhagalpur and the Wool-weaving Institute at Gaya, which is expected to help in improving the standard of teaching. The "Bihar Cottage Industries" started at Gulzarbagh and the "Government Wool Emporium" started at Gaya with the aid of grants from the Government of India have taken over most of the marketing work of these institutes so that they are now able to pay greater attention to teaching work than was possible before.

17. There are also a number of special schools, generally known as industrial schools.

In Madras, the number of industrial schools recognised by the department increased from 65 to 75, during the quinquennium. The number of pupils increased from 6,015 to 7,107. These schools continue to provide instruction in various trades with a view to enabling youths to earn a living as skilled workers on the completion of their courses of training.

In Bombay, the number of schools or industrial sections of schools under the control of the Committee of Direction for Technical Education, which was formed in 1913, was 58 in 1936-37. Apart from these schools, there are 21 schools or classes under the control of the education department, most of which are for girls or women and provide instruction in sewing, tailoring, embroidery, knitting, first-aid, fancy work, etc.

In Bengal, Government have continued to develop special industrial schools which are growing steadily in popularity. These institutions are graded so as to allow a boy to be drafted off for technical education at intermediate stages of the general educational scheme. They are roughly classified as (1) artisan classes intended for illiterate or primary school boys, (2) junior technical schools for boys who have passed the middle stage and (3) senior technical schools for matriculates or for those who have received a university education.

In the Punjab, while the number of industrial schools rose from 30 to 36 during the quinquennium, their enrolment fell from 4,429 to 1,159. The decrease is due to the stoppage of recruitment under the old scheme in the institutions under re-organization, progressive elimination of classes under the old scheme, the closure of the Government Industrial School, Sialkot, and the limited recruitment to the specialized schools under the new scheme. The work of reorganization of Government industrial schools and institutes to convert them into specialized trade schools with a view to the production of articles of utility proceeded actively during the period under review.

In the Central Provinces, there are three Government and seven aided industrial schools. The total number of pupils in all the schools at the end of 1936-37 was 487. It is reported that the demand for this type of education continues to be keen but new schemes for expansion have been held up on account of financial stringency.

In the North-West Frontier Province, an attempt to meet the demand for technical education was made in 1935 by opening industrial classes for the sons of artisans, consisting of a carpentry and a smithy class.

In Orissa, there are 10 schools classed as industrial schools with 234 pupils. One is managed by Government, 8 are aided and one is unaided.

In Delhi, the Government Industrial School continued to provide training in carpentry and smithy along with general education. The course leads to the Punjab Industrial Middle Examination, for which pupils sit after eight years' study in the school. The number of pupils fell from 271 in 1931-32 to 259 in 1936-37.

18. Recently there has been a general awakening in India to the necessity of providing vocational education on a wider scale. The impression that this type of education is necessarily on a lower plane than literary education is gradually, though slowly, disappearing. But in a country where industrial concerns are not yet highly developed, the problem of devising a widespread

system of vocational education is very difficult. For its success, it is essential that occupations should absorb the students who pass out of these schools. For this purpose an attempt should first be made to estimate the demand for skilled labour in each industry or group of industries in a given area. In this connection, the following remark made in the Burma Report may be quoted :—

“ The mere provision of technical education without industrial expansion would accentuate the problem of unemployment rather than help to solve it ”.¹ At the same time the purely educational benefit to be derived from studies of a practical kind is being increasingly recognised and the expansion of technical education, not simply on the ground of its contribution to industrial development but also because it has a more stimulating effect on certain types of intelligence than a curriculum of the normal academic kind, demands sympathetic consideration.

(iii) *Commercial Schools.*

19. The table below gives the main statistics regarding commercial schools in British India.

TABLE CIX.

Schools of Commerce.

Year.	No. of institutions.	No. of pupils.	Expenditure met from—				Total expenditure.
			Government funds.	Board funds.	Fees.	Other sources.	
			Rs.	Rs.	Rs.	Rs.	Rs.
1931-32	135	6,246	1,35,620	250	2,60,879	48,846	4,45,595
1936-37	371	13,199	89,202	572	3,52,271	39,740	4,81,785

There has been a considerable increase during the quinquennium both in the number of commercial schools and their enrolment. The number of schools rose from 135 to 371 and that of pupils from 6,246 to 13,199. This is mainly due to the opening of a large number of unaided commercial schools in Madras.

¹ Burma, page 19.

20. The following table gives the provincial statistics regarding commercial schools.

TABLE CX.

Number and enrolment of schools of Commerce.

Province.	Number of institutions.		Increase (+) or decrease (—).	Number of pupils.		Increase (+) or decrease (—).
	1932.	1937.		1932.	1937.	
Madras	37	273	+236	1,363	7,348	+5,985
Bombay	(a) 34	(a) 29	(a)	(a) 2,007	(a) 1,842	(a)
Bengal	25	20	—5	1,189	1,827	+638
United Provinces ..	1	1	..	166	18	—148
Punjab	10	12	+2	365	276	—89
Burma	11	14	+3	526	613	+87
Bihar	(a) 14	(a) 12	(a)	(a) 364	(a) 556	(a)
Central Provinces and Berar.	..	..	..	..	..	..
Assam	1	1	..	10	27	+17
North-West Frontier Province.	..	..	..	..	..	..
Sind	(a)	7	(a)	(a)	606	(a)
Orissa	(a)	1	(a)	(a)	21	(a)
Coorg .. ..	..	..	..	..	..	..
Delhi	1	1	..	(b) 237	(b) 65	—172
Ajmer-Merwara ..	..	..	..	..	..	..
Baluchistan ..	..	..	..	..	..	..
Bangalore	1	..	—1	19	..	—19
Other Administered Areas.	..	..	..	..	..	..
British India ..	135	371	+236	6,246	13,199	+6,953

(a) While in 1931-32 Sind was included in Bombay and Orissa in Bihar, they were constituted into separate provinces in 1936-37. Hence no comparison has been made.

(b) The figures for 1932 and 1937 are not strictly comparable. While the figures for 1932 include students reading in commercial classes attached to 8 high schools, those for 1937 exclude students reading in such classes which were attached to only one high school in 1937. The figures for these classes in 1937 are not available.

In Madras, the quinquennium began with the abolition of the Government Schools of Commerce at Vizagapatam and Calicut from the 1st July 1932, and of the Government Institute of Commerce, Madras, from the 1st May 1933, as a measure of retrenchment. On the other hand, a very large number of unaided commercial schools was opened. This accounts for the increase in the number of commercial schools in Madras from 37 to 273.

In Bengal, the number of commercial schools fell from 25 in 1932 to 20 in 1937; one of these, the Government Commercial School, Calcutta, is managed by Government. The syllabus of this Institute was recast and brought up to date last year. The most noteworthy feature of the new syllabus is the inclusion of economics as a subject of study and of the increased emphasis laid on English. The Swan Retrenchment Committee had recommended the closing down of this Institute, but Government after due consideration decided not to accept the recommendation but to cut down expenditure as far as possible.

In Bombay, the rules for the Government Commercial Diploma and Certificate Examinations (formerly known as Government Commercial and Clerical Certificate Examination) were revised in 1932. Under the new rules two examinations were instituted, viz., (i) the Government Commercial Diploma Examination and (ii) the Government Commercial Certificate Examination. These examinations are now attracting more candidates. In April 1937, there were 109 and 151 candidates for the Diploma and Certificate Examinations respectively as against 40 and 1 in 1932.

In the Punjab, the number of recognised commercial classes attached to high schools and intermediate colleges increased from 9 to 11, but their enrolment went down from an average of 38 per class to 13 per class. The examination results also showed deterioration—passes falling from 49 per cent. to 36 per cent. The provincial report states that decreasing enrolment indicates that the classes have fallen into disfavour, owing largely to the fact that the pupils receiving instruction in them have found it increasingly difficult, due to all round financial and economic depression, to find suitable employment. The low initial qualifications of the candidates, coupled with a lack of practical training of a sufficiently high standard and for a suitably long period, have also militated against the chances of the success of these pupils in offices and business houses. It is, therefore, considered desirable both by inspectors and by the heads of these institutions that the period of training should be extended to two years and the admission qualifications raised to a pass in the intermediate examination. A Committee appointed by the Punjab Government in 1935 has recommended the overhauling of the present system of commercial education with a view to making it satisfy the clerical needs of Government and private offices. Its recommendations are engaging the serious attention of the department concerned.

In Delhi, while classes in commercial subjects preparing for the School Leaving Certificate Examination were attached to 8 high schools in 1932, they were attached to only one high school in 1937. It is reported that the closing down of these classes in different schools was due partly to financial stringency, and partly to their inefficiency, but it was mainly due to the change in the

curriculum introduced by the Board of Secondary Education whereby students were required to pass in 5 subjects instead of 3 as in the previous quinquennium, and yet were debarred from admission to university courses.

The Government Commercial Institute, Delhi, however, continues to provide training for commercial careers and to train clerks for Government and mercantile offices. It is an institution for higher commercial and clerical training in which the vocational element predominates. The number of students receiving training in this Institute has risen from 40 in 1932 to 65 in 1937.

In Burma, equipment grants to commercial schools were suspended during the period of financial stringency. There has, however, been an increase both in the number of institutions and of the students enrolling in them.

In Sind, there are 7 commercial institutions which prepare candidates for the London Chamber of Commerce or the Government Commercial Diploma and Certificate examinations in book-keeping, shorthand, typewriting, commercial correspondence, commercial law, etc.

In Orissa, the Commercial School attached to the Cuttack Training School continues to provide instruction in typewriting, shorthand, and book-keeping. Its roll number was 21 in 1936-37 as against 26 in 1931-32.

The Commercial School attached to the Young Women's Christian Association in the Punjab was maintained with success throughout the quinquennium and as before trained young women in commercial courses. It is reported that successful candidates of this school have been able to procure posts on initial salaries ranging between Rs. 75 and Rs. 120 a month.

The Young Men's Christian Evening Continuation Classes in the Punjab have also continued to do commendable work in providing facilities for training in commercial education. During the first three years of the quinquennium, these classes were maintained by Government and Y.M.C.A. grants and tuition fees, but in 1935-36 the Government grant was discontinued. During 1936-37, however, the income from fees amounted to Rs. 13,630 which covered the total expenditure. The classes are thus self-supporting.

21. An important event of the quinquennium was the introduction of the new scheme for the registration and certification of accountants on an all-India basis, the main features of which were mentioned in paragraph 14 of Chapter VIII of the report for the last quinquennium. The scheme, which came into force on the 1st April 1932, provides for the maintenance by the Governor-General in Council of a Register of Accountants and only such persons as are enrolled on this Register are entitled to the grant of Auditor's Certificates enabling them to be appointed and to act as auditors of public companies in British India. Except as otherwise provided in the auditor's Certificates Rules, 1932, which embody this scheme, a person wishing to qualify himself for the grant of an Auditor's Certificate must now pass two examinations—First and Final—instead of only one examination under the old regulations, and must serve under articles, with an approved accountant, i.e., an accountant specially approved by the Governor-General in Council for

this purpose. The new examinations are conducted by the Government of India and have replaced the Government Diploma Examination in Accountancy, which used to be conducted by the Accountancy Diploma Board, Bombay, under the control of the Government of Bombay. The standard of these examinations is higher and their curriculum more comprehensive than those of the old examination. The period of practical training, which used to be three years under the old regulations and could be served either before or after the examination, has also been increased to four years in the case of graduates and five years in the case of others, and must be served before a candidate can be admitted to the Final Examination. The First Examination was held for the first time in 1933 and the Final Examination in 1935. The following table gives necessary statistics in regard to these examinations :—

TABLE CXI.

Results of Auditors' Certificate Examinations.

Year.	First Examination.			Final Examination.		
	Appeared.	Passed	Pass percentage.	Appeared	Passed.	Pass percentage.
1933	60	28	46·6	..	..	..
1934	116	44	37·9	..	..	..
1935	99	34	34·3	178	11	6·2
1936	95	34	35·8	174	26	14·9

The condition regarding previous practical training in the case of the Final Examination was relaxed as a special case temporarily for three years (1935, 1936 and 1937), in favour of persons who had appeared and failed at the Government Diploma Examination in Accountancy held in 1932, 1933 and 1934, and such persons were also exempted from passing the First Examination. This explains the large number of candidates for the Final Examination in the years 1935 and 1936.

CHAPTER IX.

EDUCATION OF SPECIAL CLASSES AND COMMUNITIES.

(i) *Education of Chiefs and Nobles.*

Five Chiefs' Colleges are maintained in India, mainly for the education of the sons and relatives of the chiefs and princes of India. The following table shows the enrolment of these colleges at the end of the last three quinquennial.

TABLE CXII.

Enrolment of Chiefs' Colleges.

Colleges.	1926-27.	1931-32.	1936-37.
Mayo College, Ajmer	126	115	159
Daly College, Indore	63	78	87
Aitchison College, Lahore	106	72	115
Rajkumar College, Rajkot	43	29	37
Rajkumar College, Raipur	50	42	60
Total	388	336	458

While the total enrolment of the five colleges declined during the last quinquennium from 388 in 1927 to 336 in 1932, it has advanced to 458 in 1937. The increase of 122 pupils during the quinquennium under review is shared by all the colleges.

2. Most colleges prepare students for the Chiefs' Colleges Diploma Examination, which is conducted by the Educational Commissioner with the Government of India. This examination is regarded as equivalent to the Matriculation Examination of an Indian University. There are two courses; one is "suitable for those intending to proceed to a university course"; the other "qualifies a candidate for a full diploma but not necessarily for admission to any institution for higher studies". The table below gives the results of this examination.

TABLE CXIII.

Chiefs' Colleges Diploma Examination.

Colleges.	1932-33.		1933-34.		1934-35.		1935-36.		1936-37.	
	Candidates.	Successful candidates.	Candidates.	Successful candidates.	Candidates.	Successful candidates.	Candidates.	Successful candidates.	Candidates.	Successful candidates.
Mayo College, Ajmer	20	16	8	4	15	10	11	8	15	14
Daly College, Indore	..	..	..	..	8	8	12	11	4	4
Aitchison College, Lahore.	21	9	11	10	15	15	6	6	..	..
Rajkumar College, Rajkot.	3	3	5	2	3	2	..	..	1	..
Rajkumar College, Raipur.	5	4	4	4	1	1	4	3	2	2
Total ..	49	32	28	20	42	36	33	28	22	20

3. The Diploma examination was abandoned by the Aitchison College, Lahore, after the examination held in April 1936, in favour of the Cambridge Junior Certificate and School Certificate Examinations. On the other hand, the Daly College, Indore, which had prepared candidates for High School Examination from 1926 to 1934, reverted to the Diploma course as being more suited to the needs of the Kumars.

4. The Mayo College, Ajmer, continued to prepare boys for the Higher Diploma Examination during the quinquennium. The table below give the the results of this examination.

TABLE CXIV.

CHIEFS' COLLEGES HIGHER DIPLOMA EXAMINATION.

Mayo College, Ajmer.

Year.			Higher Diploma Intermediate.		Higher Diploma Final.	
			Candidates.	Successful Candidates.	Candidates.	Successful Candidates.
1932-33	..	..	5	5	..	..
1933-34	..	..	6	5	4	3
1934-35	..	..	11	9	3	3
1935-36	..	..	6	6	1	1
1936-37	..	..	..	..	8	5
Total	..	..	28	25	16	12

5. The Higher Diploma course in the Mayo College, which formerly extended over three years, was replaced by a four years course with a view to giving higher education of a wider nature and to meeting the requirements of the Indian Universities for the purposes of admission to their M. A. and LL.B. courses. Technical difficulties, however, precluded the recognition by the universities of the Higher Diploma as equivalent to the B.A. degree and the College authorities therefore decided to affiliate the College to the Rajputana Intermediate Board for intermediate examinations and to the Agra University for degree examinations. This affiliation has been recently carried out and the Mayo College has now the status of a Degree College.

6. The standard of certain other Chiefs' Colleges was also raised during the quinquennium. The Rajkumar College, Raipur, was affiliated in 1936 to the Nagpur University and now teaches up to the intermediate standard in arts of that University. Steps are being taken to open intermediate science classes in 1939. The first year intermediate class was opened in the Daly College, Indore, in 1936 with 9 boys, and provisional recognition has been accorded to it by the Board of High School and Intermediate Education, Rajputana, Central India and Gwalior, for the purposes of its intermediate examination. The Principal of Aitchison College also hopes that it may be possible, when numbers warrant, to start an intermediate section.

7. There have also been considerable developments in other directions during the quinquennium under review.

In the Mayo College, Ajmer, the staff, both English and Indian, has been increased to meet the growing number of boys and the changes in the curriculum. Another feature of the quinquennium was the institution of a monthly staff conference to discuss teaching matters and the progress of classes and to make suggestions regarding instruction and other matters. Although the College is intended mainly for the ruling families of Rajputana, it draws students from other places also. In 1936-37, out of 159 students, 33 boys came from outside Rajputana.

The Daly College, Indore, was registered during the quinquennium under the Societies Registration Act of 1860. An important change was the relaxation of the rules for admission whereby the sons of "Indians of higher birth, family and social status" though not Kumars, were made eligible for admission to the College. Another innovation was the adoption of a scheme whereby selected pupils after passing the Diploma or Intermediate Examinations might be given facilities for obtaining administrative training, which would fit them for employment in the Central Indian States. The Governments of the United Provinces, the Central Provinces, Gwalior and Indore have each agreed to take one pupil in alternative years for a course of two years training. A development worthy of special notice has been the starting of a college farm and the introduction of a course of instruction in the elements of agriculture. The financial position of the college is, however, embarrassing, and a sub-committee has been appointed by the College authorities to draw up a scheme with the object of keeping the annual expenditure within the known income of the College.

Towards the close of 1936, the Council of the Aitchison College, Lahore, adopted a revised statute relating to admissions which opened the College to a fairly large number of families which had hitherto been debarred from sending their sons and relatives to this institution. In the last Review, a serious decline was noticed in the enrolment of this College. It is satisfactory to note that its enrolment in 1937 is the highest during the past decade. A class for candidates for the Indian Military Academy has also been opened in the College and special facilities are offered to those who desire to take training in Administration, Law and Estate Management. A modern science laboratory was constructed in 1934-35 and equipped with the latest apparatus and fittings.

The College celebrated its Golden Jubilee in 1936, and the occasion was marked by the institution of an Endowment Fund.

The Rajkumar College, Rajkot, suffers at present from its small numbers, and the difficulty in securing pupils in an Agency from which so many sons of Rulers are sent to England for education has been increased by the starting of the new Public School at Dehra Dun. The quinquennium has however witnessed a determined effort to improve the College. With the assistance of the Director of Public Instruction, Bombay, the methods of teaching have been revised. Expenses have been reduced and an important reform has been effected in the introduction of the system of dormitories and common messing. New rules for the management of the College were framed and introduced in 1932 whereby much greater control has been handed over to the College Council.

The Rajkumar College, Raipur, was also registered in 1932 under the Societies Registration Act of 1860. Another chief feature of the quinquennium was the improvement effected in the qualifications and conditions of service of the staff. New masters have been very carefully selected and higher standards have been demanded of them, salaries have been raised and time scales granted, contracts have been introduced and better quarters have been provided. The fees charged to students, which cover tuition, board, lodging, school clothing and subscriptions have been also considerably reduced.

8. The Colvin Taluqdars' Intermediate College, Lucknow, has been completely reorganized during the past five years. It has been raised to the status of an intermediate college and thrown open to non-taluqdars; the staff has also been greatly strengthened. Of the 97 boys on the roll on the 31st March, no fewer than 36 came from non-taluqdar families. The United Provinces Report states that "the College has been fortunate in attracting a number of brilliant students from other spheres of life; the spirit of competition, spurring on their taluqdar class fellows, has brought about a remarkable improvement in the standard of work. . . . The education and general training given is of a high standard and the Colvin Taluqdars' College may be considered the Public School of Oudh."¹

¹ United Provinces page 104.

9. Mention may also be made here of the Indian Public School at Dehra Dun, called the Doon School. The school started with 70 boys on September 10, 1935. The official opening ceremony was performed by His Excellency the Viceroy, Lord Willingdon, in the presence of a distinguished company on October 26th. In February 1936 the number of pupils increased to 180, as new boarding accommodation became available and the number was further increased to 250 in March 1937 by the addition of another boarding house. English is the normal medium of instruction. The lowest class is about equivalent to the 6th class of the schools in the Punjab and the United Provinces, though the standard in English is higher. The first examination taken is the Cambridge School Certificate Examination. In 1937 there were 18 candidates of whom 16 passed; 8 were in the first grade and 3 in the second. The boys are drawn from all provinces and religions, and from many Indian States. The teaching staff consists of 6 English masters and 13 Indian masters. The School is managed by a Board of which His Excellency the Viceroy is President.

The School was started with a capital of 15 lakhs of rupees. Of this approximately 6 lakhs have been spent on land, buildings and equipment, and 9 lakhs have been kept as an endowment. The Government of India have allowed the School the use on favourable terms of the buildings and grounds at Chandbagh, Dehra Dun, that were vacated by the Forest Research Institute and College when the new Research Institute was built.

The School is provisionally recognised as an Intermediate College but only those students who have passed through the School are admitted to the intermediate classes.

(ii) *Education of Anglo-Indians and Europeans.*

10. The Anglo-Indian and European population of British India is approximately 2.7 lakhs. As it is the aim of the community to maintain a distinctive European character in the education given to their children, separate institutions are maintained for them. These institutions are governed by European Codes of Regulations for the prescription of courses, award of grants, etc.

11. In all provinces except in Burma, Anglo-Indian and European Education continued to be a "reserved" subject during the quinquennium, in charge of a member of the Executive Council of the provincial Government. At the end of the quinquennium, it ceased to be a "reserved" subject and would henceforth be under the control of the Minister for Education responsible to the elected legislature. In Burma, European education is already under the control of the provincial Minister for Education.

12. The constitution of Provincial Boards for Anglo-Indian and European Education in the provinces with an Inter-Provincial Board which has its headquarters at Delhi is the most outstanding event of the quinquennium, so far as the education of this community is concerned. These boards were set

up as a result of the recommendations of the Irwin Committee on Anglo-Indian and European Education, 1932. The functions of the Inter-Provincial Board are mainly co-ordinating. It is intended to maintain uniformity of educational standards, to keep provincial boards informed of special developments throughout India and to advise the Government of India and provincial Governments on matters concerning Anglo-Indian and European education. The Board is financed by *pro rata* contributions from the provinces. Its composition is as follows:—

- (a) Provincial Ministers of Education or their deputies ;
- (b) an equal number of persons nominated by provincial Governors, in consultation with Ministers of Education and the community concerned, in order to represent Anglo-Indian Schools ; and
- (c) two nominees of the Government of India in order to represent the interests of the community in centrally administered areas.

The tenure of members other than official members is three years. The Chairman is elected by the Board from among its members. The Chief Inspector of Anglo-Indian and European Schools is its Secretary.

13. The functions of the Provincial Boards are mainly to advise provincial Governments and to scrutinize the budget which relates to Anglo-Indian and European education. The composition of these boards has been laid down as consisting of the following :—

- (i) The Minister of Education or his deputy ;
- (ii) The Director of Public Instruction.
- (iii) Three representatives of the authorities responsible for the maintenance of Anglo-Indian and European educational institutions.
- (iv) Three Anglo-Indians, of whom one may be a woman, to be nominated by the Governor in consultation with the Minister of Education after taking into consideration any recommendation put forward by the Anglo-Indian community.
- (v) Three persons actively engaged in teaching in Anglo-Indian and European educational institutions, one of whom shall be an Anglo-Indian and one a woman.
- (vi) One representative of university education.
- (vii) The Inspector of Anglo-Indian and European Schools, *ex-officio* Secretary, without vote.

14. The following tables give the main statistical figures relating to the various types of institutions for the education of Anglo-Indians and Europeans and their enrolment.

TABLE CXV.
Number of Anglo-Indian and European schools for boys and their enrolment.

Year.	Colleges.		High schools.		Middle schools.		Primary schools.		Special schools.		Total.	
	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.
1926-27	7	263	69	16,760	42	4,559	55	3,287	3	176	176	25,045
1931-32	8	293	72	17,660	36	4,608	48	3,212	3	268	167	26,041
1936-37	8	487	75	19,787	32	5,290	44	3,332	1	26	160	28,922
Increase between 1927-32	1	30	3	900	-6	49	-7	-75	..	92	-9	906
Increase between 1932-37	0	194	3	2,127	-4	682	-4	120	-2	-242	-7	2,881

TABLE CXVI.
Number of Anglo-Indian and European schools for girls and their enrolment.

Year.	Colleges.		High schools.		Middle schools.		Primary schools.		Special schools.		Total.	
	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.	Insti- tutions.	Enrol- ment.
1926-27	3	351	98	16,879	66	6,755	61	3,655	17	466	245	28,106
1931-32	2	43	106	19,594	60	7,172	71	4,654	16	444	255	31,907
1936-37	3	86	113	22,508	52	6,641	60	4,619	15	422	243	34,276
Increase between 1927-32	-1	-308	8	2,715	-6	417	10	999	-1	-22	10	3,801
Increase between 1932-37	1	43	7	2,914	-8	-531	-11	-35	-1	-22	-12	2,369

During the quinquennium, the total number of colleges maintained for Anglo-Indians and Europeans increased from 10 to 11 and their strength from 336 to 573. The number of high-schools rose from 178 to 188 and their enrolment from 37,254 to 42,295. The number of middle schools declined from 96 to 84, though their strength showed a slight increase from 11,780 to 11,931. The number of primary schools also declined from 119 to 104, but their enrolment rose from 7,886 to 7,951. The decrease in the number of middle and primary schools is mainly attributable to the need for concentration with a view to economy, which is felt everywhere. The Bombay Report states that "this gradual concentration of pupils in a smaller number of schools is to be welcomed, as it makes for economy and efficiency".¹

The figures of enrolment in colleges and high schools indicate that the members of the domiciled community are now taking to higher education in larger numbers although they are still behindhand in collegiate education.

Welcome news comes from Burma which reports that "there was a significant increase in the number of Anglo-Burman and European students in the university. During the quinquennium, the number rose from 67 men and 43 women to 122 men and 69 women. Thirty-three Europeans and Anglo-Burmans graduated in March 1937 as against 9 in 1932. Anglo-Burman girls distinguished themselves in the University examinations. In the examination of 1937 three graduated with First Class Honours and one passed the M.Sc. examination with Second Class Honours."²

15. The provincial figures showing the number of institutions and their enrolment are given in the table below.

TABLE CXVII.

Number of Anglo-Indian and European schools and their enrolment, by provinces.

Province.	Institutions.			Pupils.		
	1932.	1937.	Increase (+) or decrease (-).	1932.	1937.	Increase (+) or decrease (-).
Madras	82	77	—5	10,759	11,458	+699
Bombay	37	(a) 32	(a)	5,456	(a) 5,259	(a)
Bengal	69	68	—1	11,586	12,322	+736
United Provinces	58	50	—8	6,564	6,853	+289
Punjab	32	32	..	2,847	3,141	+294
Burma	35	38	+3	10,191	12,097	+1,906
Bihar	21	(a) 17	(a)	1,624	(a) 1,291	(a)
Central Provinces and Berar	37	37	..	2,801	3,128	+327

¹Bombay, page 183.²Burma, page 38

Number of Anglo-Indian and European schools and their enrolment, by provinces—contd.

Province.	Institutions.			Pupils.		
	1932.	1937.	Increase (+) or decrease (—).	1932.	1937.	Increase (+) or decrease (—).
Assam	4	4	..	384	526	+142
North-West Frontier Province	1	1	..	88	174	+ 86
Sind	(a)	3	(a)	(a)	613	(a)
Orissa	(a)	3	(a)	(a)	439	(a)
Coorg .. .. .	..	..	..	..	..	..
Delhi	2	2	..	163	265	+102
Ajmer-Merwara	8	9	+1	657	748	+ 91
Baluchistan	2	..	—2	269	..	—269
Bangalore	21	19	—2	2,976	3,300	+324
Other Administered Areas ..	13	11	—2	1,583	1,584	+ 1
British India	422	403	—19	57,948	63,198	+5,250

Although there has been a gradual decline in the number of institutions in various provinces, the enrolment has gone up in every province except Baluchistan, where the two schools which catered for the Anglo-Indian and European community were destroyed by the earthquake of 1935. Madras, Bengal and Burma show large increases in enrolment. These three provinces have also the largest number of pupils—Madras, 11,458, Bengal, 12,322 and Burma, 12,097. Next in order are the United Provinces with an enrolment of 6,853 and Bombay with that of 5,259, other provinces have each less than 5,000 pupils.

16. The enrolment in these institutions is not in fact a reliable indication of the number of Anglo-Indians and Europeans under instruction as a large number of non-Europeans attend them: the enrolment of 63,198 in these institutions include 17,189 Indian pupils or 27·2 per cent of the total. On the other hand, many Anglo-Indian and European pupils are to be found in Indian institutions. There are actually 50,507 pupils belonging to this community at schools of all kinds—25,369 boys and 25,138 girls. The corresponding figures during the last quinquennium were 48,801 pupils—24,908 boys and 23,893 girls. There has thus been an increase of 1,706 in the number of Anglo-Indian and European pupils—an increase of 461 in the number of boys and of 1,245 in that of girls.

The percentage of Anglo-Indian and European pupils to the total Anglo-Indian and European population in British India is 23·5 as against 5·2 for all communities. This high percentage shows that practically all the children of school-going-age belonging to the community are attending school.

(a) While in 1931-32 Sind formed part of Bombay and Orissa of Bihar, they were constituted into separate provinces in 1936-37. Hence the figures for 1932 and 1937 are not strictly comparable for these four provinces.

17. The provincial figures showing the percentage of non-Europeans to Europeans in European schools are given in the table below.

TABLE CXVIII.

Enrolment of Non-European pupils in Anglo-Indian and European schools, 1936-37.

Province. (1)	Total number of pupils. (2)	No. of non- European pupils. (3)	Percentage of (3) to (2). (4)
Madras	11,458	2,141	18·7
Bombay	5,259	1,227	23·3
Bengal	12,322	2,931	23·8
United Provinces	6,853	1,150	16·8
Punjab	3,141	491	15·6
Burma	12,097	6,292	52·0
Bihar	1,291	183	14·2
Central Provinces and Berar	3,128	1,235	39·5
Assam	526	122	23·2
North-West Frontier Province	174	97	55·7
Sind	613	112	18·2
Oriassa	439	92	21·0
Coorg .. .. .	..	..	..
Delhi	265	42	15·8
Ajmer-Merwara	748	85	11·4
Baluchistan .. .. .	..	..	..
Bangalore	3,300	602	18·2
Other Administered Areas	1,584	387	24·4
British India	63,198	17,189	27·2

In Madras, the increase in the number of Indians reading in the European schools for general education was more than double the increase in the number of European pupils. The proportion of non-Europeans admitted into any European school may be $33\frac{1}{3}$ per cent, which is a higher proportion than obtains in most parts of India.

In Bengal also, Indian pupils are seeking admission in increasing numbers to European schools. This has resulted in the percentage of admission of non-Europeans being raised from 15 to 25 and in some cases special permission has been granted to exceed the 25 per cent. limit.

In the United Provinces, owing to the influx of non-Europeans into the lower classes of European schools, where they suffer from the handicap of imperfect English, Government has, on the recommendation of the Provincial Board for Anglo-Indian and European Education, laid down that, while these schools may admit non-Europeans up to a limit of 25 per cent. of the total enrolment, the enrolment of non-Europeans in any class below class VI shall not exceed 33½ per cent. of the total enrolment of each of these classes.

In the Punjab also, great pressure is brought to bear on the European schools to exceed the 15 per cent. limit fixed for Indians.

The popularity of these schools among Indian parents is thus obviously increasing. This is attributed mainly to a higher standard of instruction and more efficient discipline generally but there is also a tendency on the part of the upper class Indian parents to send their children to these schools with the object of helping them to acquire greater fluency in speaking and writing English.

18. The following table shows the cost of Anglo-Indian and European education in British India.

TABLE CXIX.

Expenditure on recognised institutions for Anglo-Indians and Europeans.

Year.	Expenditure met from—				Total expenditure.
	Government funds.	Board funds.	Fees.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.
1926-27	50,98,162	52,236	53,94,471	45,16,549	1,50,61,418
1931-32	47,18,670	50,764	62,43,495	45,26,227	1,55,39,156
1936-37	45,65,878	34,810	62,82,607	44,96,204	1,53,79,499
Increase (+) or decrease (—) between 1927-32.	—3,79,492	—1,472	+8,49,024	+9,678	+4,77,738
Increase (+) or decrease (—) between 1932-37.	—1,52,792	—15,954	+39,112	—30,023	—1,59,657

While there was an increase of Rs. 4,77,738 in the total expenditure on Anglo-Indian and European education during the last quinquennium, there has been a decrease of Rs. 1,59,657 in expenditure during the period under review. With the exception of expenditure met from fees, in which there is an increase of Rs. 39,112, there has been a general decrease in the expenditure met from the remaining heads. Government contributions show a decline of Rs. 1,52,792, board funds of Rs. 15,954 and other sources of Rs. 30,023. Economic depression and financial stringency seem to be responsible for this state of affairs.

The cost of European education is still high. This is attributable to the relatively high standard of living of staff and pupils as well as to the uneconomical size of the majority of schools. A very high proportion of the cost is met from fees and private sources, which contribute over Rs. 107½ lakhs as against a contribution of Rs. 46 lakhs from Government and board funds.

19. The number of teachers employed in the Anglo-Indian and European Schools is given in the following table.

TABLE CXX.

Teachers in Anglo-Indian and European schools.

Province.	Teachers (1937).		Percentage of trained teachers.	
	Total number.	Trained.	1932.	1937.
Madras	767	626	73·7	81·6
Bombay	336	262	65·7	78·0
Bengal	837	492	60·9	58·8
United Provinces	481	385	76·3	80·0
Punjab	252	190	71·7	75·4
Burma	489	422	77·4	86·3
Bihar	97	65	68·1	67·0
Central Provinces and Berar	167	111	55·5	66·4
Assam	50	43	80·0	86·0
North-West Frontier Province	10	10	100	100
Sind	34	20	(a)	58·8
Orissa	31	19	(a)	61·3
Coorg .. .. .	..	..	..	..
Delhi	22	20	61·5	90·9
Ajmer-Merwara	36	22	33·3	61·1
Baluchistan .. .. .	..	..	78·6	..
Bangalore	222	148	68·2	66·6
Other Administered Areas	101	62	39·8	61·4
British India	3,932	2,897	68·3	73·7

(a) In 1932, Sind was included in Bombay, and Orissa in Bihar.

The total number of teachers has increased from 3,808 in 1932 to 3,932 in 1937, and the percentage of trained teachers to the total number of teachers from 68·3 per cent. to 73·7 per cent. This is generally satisfactory.

In Madras, a further improvement has been effected in the staffing of Anglo-Indian and European institutions. Out of the 767 teachers employed in them 626 are trained or 81·6 per cent. as against 73·7 per cent. during the last quinquennium. There has also been a marked rise in the number of graduate trained teachers, which has advanced from 80 to 124. The two training schools for women teachers continue to train Anglo-Indian and European teachers. In the absence of a European training school for men in this Province, Government approved in 1933-34 of the admission of men into one of these two schools, and 22 masters underwent training between 1934-37 in addition to women teachers. The secondary grade training class in the Teachers' College, Saidapet, also continues to be open to men teachers of this community.

In Bombay, the number of trained and qualified teachers has increased steadily throughout the quinquennium. An additional wing was erected at St. Mary's Training College, Poona, which prepares students for the B. E. S. T. D. and B. K. T. C. examinations. A further extension of the buildings is considered to be still necessary to meet the growing demand. There are no European training institutions for men in this province, and candidates for training are sent to the Chelmsford Training College, Ghoragali, in the Punjab.

In Bengal, during the quinquennium under report arrangements were made for the training of men teachers (Anglo-Indians and Europeans) in the newly opened Training classes attached to the St. Xavier's College, Calcutta. The Dow Hill Training College, Kurseong, continued to train women teachers for employment in European schools. Loreto House, Calcutta, has training classes which prepare Anglo-Indian and Indian women teachers for the L. T. diploma and B. T. degree of the Calcutta University.

In the United Provinces, the proportion of trained teachers shows an increase from 76·3 per cent. to 80 per cent. This is largely due to the fact that Government in order to enable schools to attract trained teachers now makes grants equivalent to half their salaries. The number of graduate teachers has also risen from 19·6 per cent. to 27 per cent. of the total number. The supply of women trained teachers comes mainly from the training department of All Saints' Diocesan College, Naini Tal, and the Isabella Thoburn College, Lucknow, the remaining teachers being recruited from Colleges outside the United Provinces. Men teachers are trained at the Chelmsford Training College, Ghoragali (Punjab), which takes annually 4 or 5 men, who receive stipends from the Government of the United Provinces.

In the Punjab, the percentage of trained teachers employed in the Anglo-Indian and European schools has during the period under review risen from 71·7 per cent. to 75·4 per cent. The untrained teachers are chiefly non-secular and most of them are men with considerable experience of teaching. The Chelmsford Training College for Men, Ghoragali, has done successful work during the past five years. The college building was destroyed by fire in 1935 but a new and better building has since been constructed. The St. Bede's College for Women, Simla, has also continued to do very good work during the period. An increasing number of young nuns now take their training there.

In the Central Provinces, all possible efforts are being made to replace the untrained teachers on the staffs of the European Schools by trained teachers. At present the number of trained teachers in the province is 66·4 per cent.

On the whole, the European schools in British India are well-staffed, and the high standard of previous years is being not only maintained but also raised further.

20. In the last Review it was stated that there had been criticism of the staffing of European schools on the ground that only a small number of posts were filled by members of the domiciled community and that very few of them had been placed in charge of important schools. The table below shows the number of members of the domiciled community on the staffs of Anglo-Indian and European schools.

TABLE CXXI.

Members of the domiciled Community on the staffs of Anglo-Indian and European Schools in 1936-37.

Provinces.	Teachers including Headmasters and Headmistresses.		Percent- age of (B) to (A).	Headmasters and Headmistresses.	
	Total No. (A).	* Members of the domiciled communi- ty (B).		Total No.	Member* of the domiciled communi- ty.
Madras	748	549	73·4	76	38
Bombay	346	187	54·0	32	11
Bengal	799	432	54·1	72	24
United Provinces	481	353	73·4	48	35
Punjab	270	198	73·3	25	12
Bihar	97	77	79·4	17	10
Central Provinces and Berar	167	118	70·7	36	17
Assam	36	11	30·6	4	..
North-West Frontier Province	9	2	22·2	1	..
Sind	26	20	76·9	4	2
Orissa	34	25	73·5	3	..
Delhi	22	18	81·8	2	1
Ajmer-Merwara	64	27	42·2	10	4
Central India	20	11	55·0	3	2
Bangalore	199	147	73·9	15	7
Baluchistan	6	4	66·7	1	..

These figures show that in fact the percentage of the staffs of European schools which belongs to the domiciled community is high, although the number occupying posts as headmasters and headmistresses does not compare so favourably with that of Europeans. This is due to the fact that in the past members of this community were reluctant to take to the teaching profession and comparatively few became graduates and received training. With the growth of higher education among them, this disparity in the higher grades is likely to disappear.

* The term "Domiciled community" signifies "Anglo-Indians" as contrasted with "Europeans."

21. The question of the examinations for which the Anglo-Indian and European schools should prepare their pupils has long been a matter of controversy. Recently, however, the Cambridge Local Examinations have been increasingly adopted as the standard examinations in most provinces.

In Bombay, the curriculum of nearly all Anglo-Indian and European schools leads up to the Cambridge Local Examinations and the same is true generally of Bengal. In the latter, however, there are indications that University qualifications are being more largely sought after than in the past. Several secondary schools have instituted collegiate classes which enable them to prepare candidates for the Intermediate Examination of the Calcutta University.

In the United Provinces, the Cambridge Junior and School-Certificate examinations continue to be taken at the end of the middle and high school courses respectively. Science (physics and chemistry) has now been introduced in practically all the high schools of the province, although much still has to be done to improve the accommodation and equipment for the proper teaching of the subject.

In the Punjab, all high schools prepare pupils for the Cambridge School Certificate Examination. In 1936-37, the Punjab Provincial Board for Anglo-Indian and European Education examined the question whether it was desirable to retain the Middle School Examination for Europeans and after a long discussion decided to recommend that this examination be abolished and that the Junior Cambridge Examination should be taken in the 8th standard. The matter is now under the consideration of the Education department.

In Bihar, the question whether a change is desirable from the Cambridge Local Examinations to the Matriculation and Intermediate examinations of Indian Universities is still undecided, the majority of the heads of schools being opposed to any change for the present.

In the Central Provinces, the Cambridge Local Examinations were substituted for the departmental examinations in 1928-29.

Madras is the only important province in which all European schools, with two exceptions, prepare pupils for the Middle and High School Examinations conducted by the European School Leaving Certificate Board. This Board was twice reconstituted during the period under report, i.e., in 1932 and 1935. The syllabuses and regulations were also revised in Drawing for Middle and High School Examinations and in Mathematics for the Middle School Examination.

In 1935, the Madras Provincial Board for Anglo-Indian and European Education proposed a scheme for an All-India European High School Examination, but this was not accepted by the Boards of other provinces. The Inter-Provincial Board for Anglo-Indian and European Education was in favour of a common standard of examination for all Anglo-Indian and European high schools in India, but considered that this objective could best be attained by presenting candidates at the Cambridge School Certificate Examination.

The Madras Board has also suggested an alternative High School Examination of a more vocational character for the benefit of those candidates who do not want the more academic type of examination. This is still under consideration.

(iii) *Education of Muslims.*

22. Apart from those educational institutions which cater for all the communities in India, there are two different types of educational institutions that are maintained specially for the Muslims. One of these types includes the Islamia Colleges which prepare for the ordinary examinations of a university, the Islamia secondary schools which prepare boys for the matriculation or high school examination, and the Islamia primary schools which are generally maintained by district authorities.

The other type comprises madrassahs, maktabas, mulla schools and Quran schools. These institutions determine their own curriculum, which is essentially of a religious character. The madrassahs are found mostly in Bengal, maktabas mostly in Bengal and the United Provinces, and mullah schools chiefly in Sind. There are a large number of pupils attending these institutions. In Bengal, the number of boys in maktabas increased from 614,717 in 1932 to 677,561 in 1937 and that of girls from 244,816 to 309,071. In the United Provinces, the enrolment in the recognised maktabas rose from 53,070 to 60,213 during the same period. In Sind, however, the number of pupils attending mulla schools decreased from 31,950 in 1932 to 29,070 in 1937. There was also a large number of maktabas in Bihar. The Government of Bihar have decided to call them primary Urdu schools and are aiming at a uniform standard. In other provinces also, efforts have been made to improve the conditions of these institutions. Although as religious institutions they are still popular with a certain section of the Muslim community, their limitations from the point of view of secular education are being increasingly recognised and Muslim boys and girls are now entering general institutions in larger numbers than before.

23. The following table shows the number of Muslim pupils in all types of institutions and their percentages to population.

TABLE CXXII.

School enrolment of Muslims.

Year.	Number of Muslim pupils in all institutions.	Percentage of—		
		Muslim population to total population.	Muslim pupils to Muslim population.	Muslim pupils to total pupils.
1926-27	2,821,109	24.1	4.7	25.3
1931-32	3,408,758	24.7	5.2	26.7
1936-37	3,688,839	24.7	5.5	26.1
Increase between 1927 and 1932 ..	587,649	0.6	0.5	1.4
Increase between 1932 and 1937 ..	280,081	..	0.3	-0.6

The progress made during recent years in the enrolment of Muslim pupils has been very rapid. In 1921-22, there were only 1,966,442 Muslims under instruction. During the last fifteen years, their enrolment has gone up by over 17 lakhs to 3,688,839. There has been a corresponding increase in the percentage of Muslim pupils to Muslim population, which rose from 3.3 in 1921-22 to 4.7 in 1926-27 and 5.2 in 1931-32. To-day the percentage of Muslim pupils to Muslim population is 5.5. While the Muslim population is 24.7 per cent. of the total population, the Muslim pupils form 26.1 per cent. of the total number of pupils of all communities.

The table below gives similar figures for the provinces.

TABLE CXXIII.

Muslim pupils and population with comparative percentages.

Province.	Percentage of Muslim population to total population.	1932.			1937.		
		Muslim pupils (all institutions)	Percentage of Muslim pupils to Muslim population.	Percentage of Muslim pupils to total pupils.	Muslim pupils (all institutions).	Percentage of Muslim pupils to Muslim population.	Percentage of Muslim pupils to total pupils.
Madras	7.5	319,506	9.7	10.9	356,267	10.8	11.2
Bombay	8.8	259,003	5.8	19.4	183,036	11.6	13.7
Bengal	54.9	1,437,978	5.2	51.7	1,656,398	6.0	51.7
United Provinces ..	14.8	282,782	3.9	18.6	301,284	4.2	18.3
Punjab	56.5	675,061	5.1	50.6	624,687	4.7	48.6
Burma	4.0	32,431	5.5	4.5	33,946	5.8	4.6
Bihar	12.8	148,141	3.5	13.5	150,425	3.6	14.9
Central Provinces and Berar.	4.4	49,249	7.2	10.7	53,312	7.8	10.7
Assam	32.0	108,802	3.9	29.2	126,090	4.6	27.4
North-West Frontier Province.	91.8	64,158	2.9	72.5	70,214	3.2	71.0
Sind	72.8	(a)	(a)	(a)	89,812	3.2	46.7
Orissa	1.6	(a)	(a)	(a)	9,728	7.5	2.9
Coorg	8.4	366	2.7	3.5	610	4.4	5.0
Delhi	32.5	13,328	6.4	30.0	16,067	7.7	31.0
Ajmer-Merwara ..	17.3	5,034	5.2	20.9	5,638	5.8	19.9
Baluchistan	87.4	6,225	1.5	60.9	5,074	1.2	68.8
Bangalore	21.3	2,457	8.6	14.6	2,777	9.7	14.8
Other Administered Areas	4.0	4,237	16.5	18.9	3,476	(b)	15.3
British India ..	24.7	3,408,758	5.2	26.7	3,688,839	5.5	26.1

(a) In 1932, Sind formed part of Bombay and Orissa of Bihar.

(b) Figures for the Muslim population of certain administered areas are not available. Hence no per centage has been shown.

24. The following table gives the percentages for Muslim girls reading in all types of institutions.

TABLE CXXIV.

Percentage of Muslim Girl pupils in all institutions.

Province.	Percentage of Muslim female population to total female population.	Percentage of Muslim girl pupils to Muslim female population.		Percentage of Muslim girl pupils to total number of girl pupils.	
		1932.	1937.	1932.	1937.
Madras	7.5	5.1	6.3	11.5	11.4
Bombay	8.4	2.9	6.9	19.8	12.4
Bengal	55.2	2.3	3.0	55.4	55.2
United Provinces	14.9	0.8	1.0	15.7	15.5
Punjab	56.0	1.6	1.7	47.2	43.9
Burma	3.1	4.2	4.7	4.3	4.5
Bihar	12.9	1.1	12.2	19.7	21.5
Central Provinces and Berar	4.2	2.8	3.5	13.6	13.6
Assam	33.0	1.5	1.6	22.0	22.5
North-West Frontier Province	92.9	0.5	0.7	38.5	40.4
Sind	72.7	(a)	1.4	(a)	36.5
Orissa	1.6	(a)	3.8	(a)	4.3
Coorg	6.6	0.9	3.0	1.4	3.8
Delhi	32.2	2.6	3.8	23.3	25.5
Ajmer-Merwara	16.8	1.6	1.9	16.5	1.6
Baluchistan	91.4	0.4	0.3	31.4	42.6
Bangalore	20.4	6.1	6.2	12.4	11.3
Other Administered Areas	21.6	5.6	5.4	9.4	8.7
British India	24.1	2.0	2.5	26.0	25.6

(a) In 1932 Sind formed part of Bombay and Orissa of Bihar.

25. These Muslim boys and girls are distributed in the various types of institutions as shown in the tables below.

TABLE CXXV.

Muslim boys receiving instruction.

Province.	Reading in— (1937).						Total No. of Muslim boys under instruction.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage (Class VI to end of high school course).	Primary stage (classes I-V).	Special schools.	Unrecognized institutions.	1932.	1937.
Madras	694	121	14,321	220,601	1,778	14,098	233,908	251,613
Bombay	476	165	19,166	100,691	2,568	9,526	201,134 ^(a)	132,583 ^(a)
Bengal	4,360	618	71,658	1,066,643	86,405	22,037	1,127,957	1,261,721
United Provinces ..	2,962	581	29,455	201,178	5,227	27,123	256,541	266,526
Punjab	3,450	652	54,120	389,693	5,319	63,394	574,319	516,628
Burma	97	19	2,040	17,385	370	3,600	23,099 ^(a)	23,511 ^(a)
Bihar	442	139	16,082	93,629	4,001	10,546	123,273	124,839
Central Provinces and Berar.	217	50	4,252	35,249	304	1,722	40,230	41,794
Assam	403	16	10,519	81,550	1,306	11,793	95,101	106,587
North West Frontier Province	576	..	7,365	52,494	121	2,812	58,752	63,368
Sind	167	31	11,412	54,632	672	5,945	(a)	72,859
Orissa	20	..	750	5,814	328	223	(a)	7,135
Coorg .. ..	..	..	53	404	7	..	324	464
Delhi	338	10	2,023	7,809	316	2,306	11,097	12,902
Ajmer-Merwara ..	52	..	681	3,194	85	761	4,311	4,773
Baluchistan ..	..	..	445	3,873	..	207	5,565	4,525
Bangalore ..	34	..	336	1,292	37	259	1,648	1,958
Other Administered Areas.	2	..	554	2,041	46	226	3,606	2,809
British India { 1937 ..	14,281	2,402	245,232	2,338,172	108,890	176,578	2,885,555	
{ 1932 ..	10,835	2,340	206,990	2,245,838	118,751	176,291	2,761,045	

(a) While in 1931-32, Sind formed part of Bombay, and Orissa, of Bihar, they were constituted into separate provinces in 1936-37. The figures for 1932 and 1937 are therefore not strictly comparable for these four provinces.

TABLE CXXVI.

Muslim girls receiving instructions.

Province.	Reading in— (1937).						Total No. of Muslim girls under instruction.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage (Class VI to end of high school course).	Primary stage (Classes I-V).	Special schools.	Unrecognised institutions.	1932.	1937.
Madras	12	5	1,025	100,096	185	3,331	85,598 (a)	104,654 (a)
Bombay	21	7	1,379	43,743	113	5,190	57,869	50,453
Bengal	45	2	984	395,566	2,504	5,576	310,021	404,677
United Provinces ..	69	2	1,122	30,816	250	2,499	26,241	34,758
Panjab	165	34	3,082	51,881	944	51,953	100,742	108,059
Barma	6	2	230	8,651	25	1,521	9,332 (a)	10,435 (a)
Bihar .. ..	..	..	150	23,085	51	2,300	24,868	25,586
Central Provinces and Berar.	2	..	93	10,376	100	947	9,019	11,518
Assam	13	..	368	15,658	135	4,329	13,701	20,503
North West Frontier Province	..	..	307	6,210	27	302	5,226	6,846
Sind	1	..	584	14,572	15	1,781	(a)	16,953
Orissa .. ..	..	..	11	2,492	12	76	(a)	2,591
Coorg .. ..	..	..	1	145	..	..	42	146
Delhi	9	22	274	2,574	33	353	2,231	3,265
Ajmer-Merwara ..	..	..	7	734	..	124	723	865
Baluchistan ..	..	..	..	264	..	285	660	549
Bangalore ..	3	..	32	773	..	11	809	819
Other Administered Areas.	..	..	26	530	1	50	631	607
British India { 1937 ..	346	74	9,675	708,166	4,395	80,628	803,284	
{ 1932 ..	105	22	5,185	558,792	2,255	81,354	647,713	

(a) *Vide remarks at the bottom of the previous table.*

26. During the quinquennium, the total enrolment of Muslim boys increased by about $1\frac{1}{2}$ lakhs. With the exception of "special schools", which record a fall of 9,861 pupils, this increase is shared by all stages of education. In arts colleges or university departments the enrolment of Muslim boys increased by 3,446 from 10,835 in 1932 to 14,281 in 1937, in the professional colleges from 2,340 to 2,402, in the secondary stage by 38,242 from 206,990 to 245,232

and in the primary stage by 92,334 from 2,245,838 to 2,338,172. Proportionally there has been a more rapid increase in the number of Muslim girl pupils. In arts colleges their enrolment has risen from 105 in 1932 to 346 in 1937, in the professional colleges from 22 to 74, in the secondary stage from 5,185 to 9,675 and in the primary stage from 558,792 to 708,166. This progress is encouraging and is shared by almost all the provinces.

In Madras, there was a satisfactory increase in the number of Muslim boys and girls under instruction in public institutions, the increase being 9 per cent. in the case of boys and 26 per cent. in the case of girls.

The period under review also witnessed steady, if slow, progress in the spread of the education of the Mappillas, who are a most conservative Muslim community in Madras. The Madras report observes that "the increase in the number of (Mappilla) boys and girls under instruction in elementary and secondary schools, the improvement in the attendance of pupils in elementary schools as well as in the strength of higher elementary schools for Mappillas, the marked increase in the number of trained Mappilla teachers, considerably rising in proportion to non-Mappilla teachers employed in Mappilla schools, and the growing number of the trained Mulla teachers competent to impart instructions in secular and religious subjects are encouraging features which make for definite progress. Even so, however, the advance is not as rapid as could be desired."¹

One of the chief obstacles in the spread of the Mappilla education is stated to be "the dreary and tiresome course of religious instruction extending to long periods in the morning under the old fashioned Mulla and making the children intellectually unfit for further study during the rest of the day".² It is suggested that more rapid progress among this community can be secured if, among other things, a definite syllabus of religious instruction is introduced and provision of additional facilities for training of teachers is made.

Bombay also reports "that the educational progress of Muslims has been as satisfactory as could have been expected under the rather unfavourable financial circumstances of the quinquennium."³ There has been an increase of 11.3 per cent. in the number of Muslim pupils in the province. While comparing the percentage of pupils from the various communities to the population of each, the Bombay Report observes that the Muslims "are decidedly in advance of the intermediate and backward Hindus and their percentage is much higher than the percentage of all communities or of Hindus as a whole",⁴ though they are still behind the advanced Hindus.

In Bengal, the position is reported to be fairly satisfactory. The total number of Muslim pupils is nearly twice what it was in 1922. The number of Muslim pupils in schools is now roughly proportionate to the total Muslim population. But 'wastage' in the primary stage is considerably greater among Muslim pupils than in the case of other communities. Signs of improve-

¹ Madras, page 137.

² Madras, page 138.

³ Bombay, page 208.

⁴ Bombay, page 196.

ment are, however, noticeable and it is reported that 'wastage' was considerably less during the quinquennium under report. The progress made by the Muslims in secondary and higher education has been more satisfactory. In 1937, Muslim boys formed 22·8 per cent. of the total number of pupils in high school stage as against 18·7 in 1932. In arts colleges (including university classes), the corresponding percentages were 15·4 and 13·3. Muslim girls made still greater relative progress. There are now 341 Muslim girls in the high school stage as against 92 in 1932 and in arts colleges 45 as against 8. Muslim girls, especially from better-off families, are now coming forward in increasing numbers to high schools and arts colleges, but the rural Muslim population is still less alive than the Hindus to the importance of providing secular education for girls. The Bengal Report states that "one reason of this may be that they rightly consider that the education as at present provided for the rural girls is unsatisfactory".¹

There has been a marked improvement in the United Provinces also. The provincial report states that Muslim parents now realize the need of educating their children more than they did in the past. Additional funds are needed in almost all the districts of the province to meet the increasing demand for new Muslim schools.

In the Punjab, the arts colleges (excluding high classes of intermediate colleges) and professional colleges show an increase of 550 and 113 respectively in the number of Muslims. But it is depressing to note that there was a fall of 7,577 boys at the secondary stage and of 51,902 at the primary stage. As a result the total enrolment of Muslim boys in that province has gone down by 10 per cent., during the quinquennium. This is mainly due to economic depression which has also caused a fall of 5·6 per cent. in the enrolment of Sikh boys and of 2·4 per cent. in that of Hindu boys. There has, however, been satisfactory progress in girls' education among all the communities. Among the Hindus, there is an increase of 14,950 girls, among the Muslims of 10,685 girls and among the Sikhs of 8,321 girls. This increase is spread over institutions of all kinds.

In Delhi, the percentage of Muslim pupils to the Muslim population, which is now 7·7, is gradually reaching the level of the percentage of the pupils of other communities to their total population, which is 8·3. The Delhi Report observes that the Muslim community is becoming more and more alive to the need for and the advantages to be derived from secular education.

27. On the whole, the prospect for the education of Muslims is bright. It will be seen from the statistics given in previous pages that throughout India the number of Muslim pupils in schools of all kinds is on the increase. The Muslim community, however, or a certain section of it, still regards the absence of any provision for religious instruction in the ordinary schools as a deterrent factor. Further, in the opinion of the Bengal Report, "the politically conscious section of the Muslims feels—not without some justification—that there is a danger of Muslim boys losing their individual outlook

¹ Bengal, page 107.

if they attend general schools which are manned very largely (in some places almost exclusively) by non-Muslims and where the education given is more or less non-Islamic in character".¹

The Hartog Committee suggested in this connection that efforts should be made to provide opportunities for religious instruction, to employ a larger number of Muslim teachers and to reserve a certain number of places for Muslim pupils. Though there are many difficulties inherent in these suggestions, some attempt has been made to provide special facilities for the encouragement of education among Muslims by reserving a certain percentage of places for them in Government institutions, by appointing special inspectors and by awarding free studentships.

(iv) *Education of the Depressed Classes.*

The table below gives the number of pupils belonging to the depressed classes. It does not include figures for Burma, the North-West Frontier Province, Baluchistan and Assam. In the first three provinces, there are practically no depressed classes as such, while in Assam owing to the very large aboriginal population, it is not possible to classify depressed class pupils separately. In Bengal, the depressed class pupils have not been classified separately but have been grouped with those of the backward classes. As the classification of "backward classes" in that province was changed more than once during the last ten years, the figures for 1932 and 1937 are of doubtful value for comparative purposes.

TABLE CXXVII.

Enrolment of Depressed Class Pupils.

Province.	1931-32.	1936-37.
Madras	292,211	328,445
Bombay	66,687	80,486
Bengal	440,054	436,796
United Provinces	113,228	161,407
Punjab	33,258	28,870
Bihar	(a) 28,235	43,583
Central Provinces and Berar	47,501	54,479
Sind	(b)	3,042
Orissa	(b)	48,835
Coorg	215	340
Delhi	2,950	2,375
Ajmer-Merwara	2,162	2,379
Bangalore	3,652	3,525
Other Administered Areas	855	918

(a) These are figures for 1932-33. Figures for 1931-32 are not available.

(b) Figures not available.

N.B.—The figures relating to Bengal for the years 1931-32 and 1936-37 do not bear true comparison, as in the returns for 1936-37, the Mahisyas and certain other classes were excluded from the classification of the backward classes.

¹ Bengal, page 108.

29. Large increases in the number of the depressed class pupils in several provinces are encouraging. The prejudices against their admission to the ordinary schools are rapidly dying out and attempts are being made to secure that they are admitted on equal terms with the children of other castes.

Madras has continued its policy "to get the depressed class pupils admitted into the elementary schools already existing in the locality and to open separate schools for them only in places where owing to caste prejudice the existing schools are not easily accessible to them or in places where there are no schools whatsoever. . . . Scholarships, fee remissions, boarding grants, stipends, allowances for books, etc., continued to be granted to enable deserving students of the depressed classes to prosecute their studies in schools and colleges and to pursue industrial and technical courses of study".¹

Bombay reports that "not only has there been a general awakening among these classes themselves, but the prejudice against them is dying out. Scheduled class pupils are now admitted freely into all but a very few schools and sit in the class alongside other children. And it is only when the school is held in a temple that there is any difficulty about admitting scheduled class pupils. Necessary steps are now being taken to move these schools to other buildings, and, if no other building is available, to other villages".²

In Bengal, "considerable progress has been made by the backward classes in education during the last five years in spite of the financial distress in the country which necessarily hit these desperately poor people very hard. . . . The extension of the franchise and the reservation of a number of seats for the backward classes in the Provincial Legislature created great enthusiasm amongst them for higher education and if larger educational facilities are made available for them, they will undoubtedly make greater progress and take their rightful place in the public life of the province."³

In the United Provinces, the number of depressed class pupils showed a steady improvement from year to year, and this was more apparent in the ordinary vernacular schools than in the special schools for the depressed classes. The increase of 53 per cent. in the enrolment of depressed class pupils attending ordinary schools is significant of the waning of caste prejudices.

In the Punjab, the "segregate" schools for the depressed classes have been practically abolished. "The obstacles of social bigotry and religious prejudice are almost extinct. Untouchability in so far as the schools are concerned, is a matter of the past now. Preferential treatment is given to depressed class children in the matter of training as teachers, and their subsequent employment."⁴ But it is disappointing that despite pecuniary and other facilities there has been a fall of 4,888 in the number of the depressed class pupils. This is attributed to the poverty of the parents to whom the

¹ Madras, pages 140 and 141.

² Bombay, page 215.

³ Bengal, pages 124 and 125.

⁴ Punjab, page 25.

economic value of their children as helpers in their work is great, to the refusal of the parents in quite a large number of areas to get their children recorded as members of the depressed classes in the school registers, and to the adoption of a better-sounding caste-name in some cases. There was, however, a gratifying increase in the number of students reading in arts colleges from 14 in 1932 to 31 in 1937.

In Bihar, the education of the depressed classes made a steady advance for the first four years of the quinquennium, but there has been a slight setback in the last year, for which economic depression may be mainly responsible, although one inspector attributes it to the non-existence, and in some cases to the discontinuance of capitation allowances for teaching pupils of these classes. As a result of the Harijan movement, however, there was a growing demand for special schools in the latter part of the quinquennium. The writer of the Bihar report considers that "there is a real risk that these special schools may be less efficient than ordinary schools, and their pupils would therefore do better to join the latter".¹

In 1933, the Primary Education Committee of Bihar made some recommendations regarding the education of the depressed classes, *e.g.*,—

- (1) Schools receiving aid from local bodies should, if depressed class pupils are excluded, be removed to other sites.
- (2) Depressed class pupils should be given equal facilities for their lessons with other pupils, *i.e.*, they must be admitted to the school house and be given a seat in front of the teacher and the black-board.
- (3) More adequate facilities should be provided for the education of depressed classes, especially in the form of special schools in areas where a considerable population of these classes is concentrated, but the provision is to be only a temporary measure to last until these children are freely admitted to ordinary schools.

These recommendations were given effect to by Government, as far as feasible, without delay.

In the Central Provinces, there has been an advance in all stages of education of the Harijans, formerly called depressed classes. The reports of the inspectors of schools indicate that the prejudice against depressed class children is rapidly disappearing. The Inspector of Schools, Berar, reports that "there is no longer any need felt for separate schools for depressed class pupils as the Harijan boys are freely allowed to take their place in schools, as in most other public places, without any objection from other communities".²

In Orissa, there were 505 schools mainly intended for depressed classes out of which 10 were for girls. The need for these special schools still continues in some areas, though the prejudice against the admission of depressed class pupils to ordinary schools is weakening.

¹ Bihar, page 138.

² Central Provinces, page 103.

In Delhi, the number of depressed class children declined from 2,905 in 1932 to 2,375 in 1937. "The decrease is explained by the growing unwillingness on the part of parents as well as school teachers to return children as belonging to castes coming under the unhappy designation of the depressed classes. Economic depression is also responsible to some extent for the decrease. . . . Another difficulty is the provision of teachers belonging to the depressed classes. The reduction in number may also be attributed to some extent to want of sympathy on the part of teachers with the backward classes".¹

In Coorg, the four day schools run specially for the depressed classes were closed during the quinquennium as places were found for pupils and staff alike in the caste schools. But the one night school that existed during the previous quinquennium continued.

30. On the whole, appreciable progress has been made in the education of the depressed classes, but much leeway has still to be made up.

(v) *Education of Aboriginal and Hill Tribes.*

31. Special provision is made for the education of the aboriginal and hill tribes of India.

In Madras, there are 72 schools specially intended for the Kotas, Kurumbas, Irulas, Badagas and Lingayats with a total enrolment of 4,176 pupils as compared with 75 schools with 3,800 pupils in 1931-32. The Badagas are far more educationally advanced than the other hill tribes as their homes are less scattered. There are also 22 Government schools for Chenchus—an aboriginal tribe in the Kurnool district—with a strength of 581 pupils. For the Jatapas, Godabas, Savaras, Khondas and Khondadoras in the Vizagapatam district, there are 29 recognised schools with 846 boys and 101 girls reading in them.

There are 98 schools for the aborigines in the Agency Tracts with a strength of 2,522 pupils. These tribes include the Koyas, Konda Reddis, Savaras, Jatapas, Khondadoras, etc.

Special schools are also maintained for the children of aboriginal tribes living in other parts of the Madras Presidency. There are altogether 15,603 pupils belonging to the aboriginal and hill tribes reading in all classes of institutions compared with 21,546 in 1931-32. The fall in the number is mainly due to the transfer of the Ganjam Agency to the new province of Orissa.

In Bombay, the aboriginal and hill tribes mostly consist of Mahadeo Kolis, Thakars, Katkaris and Bhils. The number of pupils of these tribes increased from 24,006 to 29,105 during the quinquennium. Of these, one was in college, 86 in secondary schools, 28,668 in primary schools, 10 in training institutions, and 340 in other special schools. The number of teachers belonging to these tribes employed in primary schools increased from 315 to 333 during the quinquennium. The desirability of increasing their number has been impressed on all the school boards and this is having the desired effect.

¹ Delhi, page 128.

Of the aboriginal tribes in Bengal, the Santhals are the most educable. Excellent work continues to be done for their education by the American Baptist Mission in Midnapore and by the Methodist Mission at the industrial schools for girls at Bankura and at the Guru-training School at Sarenga. The Australian Baptists run an excellent School at Biriswi in Mymensingh specially for the Garos, another aboriginal tribe in that district.

During the quinquennium the whole policy of education in the Chittagong Hill Tracts was revised and from the beginning of the next quinquennium special efforts will be made to give the hill tribes an education more suited to their particular needs.

In the Punjab, the number of schools for the education of the Baluch hill tribes has remained stationary as compared with the figures of 1931-32. Three of the primary schools have, however, been raised to the lower middle status. Enrolment in these schools has gone down by 6 from 158 in 1932 to 152 in 1937. The decline in enrolment is ascribed to tribal feuds, which invariably have an adverse effect on admissions. The schools have, however, created a fairly keen interest in education among the Baluch tribes particularly as preference is given to literate youths in recruitment to the Baluch levy and Border Military forces.

In Bihar, the number of pupils from the aboriginal tribes has increased from 75,379 in 1931-32 to 82,733 of whom 14,564 are girls. In the areas where the aboriginal population is large, no need has been felt for any special schools for them, the majority of the ordinary schools being wholly or mainly attended by aboriginal pupils. In such areas, the ordinary inspecting staff includes several persons who are aboriginal by race.

On the other hand, in the Central Provinces, the total number of pupils of the aboriginal hill and criminal tribes fell by 10,848 from 36,445 to 25,597. Lack of progress is attributed largely to the prevailing financial depression. It is particularly unfortunate that in the higher stages there are so few pupils under instruction, *viz.*, only 3 in arts colleges and 48 in high schools. A Commissioner is of opinion that "the aboriginals really need more attention than the Harijans (depressed classes), if only because of the widespread extension of the franchise".¹

In Assam, four out of twelve districts are inhabited by hill tribes. The number of pupils in secondary schools in these districts increased from 4,941 in 1931-32 to 6,827 in 1936-37, and in primary schools from 26,037 to 34,097.

The policy of opening Government schools in the Garo and Naga Hills continued in operation, and the number of such schools in each of the districts rose from 139 in 1931-32 to 173 in 1936-37 in the former hill district and from 95 to 103 in the latter. In the Mikir Hills also Government schools are being opened, and arrangements are being made for the production of Mikir text books in Assamese characters.

In Orissa, the total number of aboriginal pupils reading in educational institutions is 18,675, of whom 1,614 are girls. Of these, 5 are in the collegiate stage, 256 in the secondary stage and 18,140 in the primary stage. It is

¹Central Provinces, page 103.

reported that "educational work amongst aboriginals is very difficult chiefly because the literary language taught is not and cannot be the language usually spoken—the mother tongue. The work is in the hands of poorly educated teachers and their constant supervision by men of higher qualification is difficult on account of the extent of the areas and the scattered nature of the population."¹

(vi) *Education of Criminal Tribes.*

32. This section deals with the education of criminal tribes for whom special settlements have been set up in some provinces.

In Madras, there are settlements for criminal tribes at five places. In these settlements education is compulsory for all children of school age. In 1936-37, 1,103 pupils—530 boys and 573 girls were under instruction. The Kallar reclamation work in the Tanjore district was wound up, but arrangements were made through local boards and the Karanthai Tamil Sangham for carrying on the education of pupils in the Kallar schools in that district. In the Madura district, the number of Kallar schools was 258 in 1936-37 with an enrolment of 12,424 pupils. Boarding houses are maintained for Kallar pupils and 924 special scholarships and stipends were awarded to them during the quinquennium. 73 fee remissions and 353 boarding grants were also sanctioned for the Koravas, a criminal tribe in the Salem district.

In Bombay, there are several settlements and free colonies for criminal tribes, and day and night schools are maintained by Government for the education of these tribes. These schools are in charge of a special officer called the Backward Class Officer. He reports that "education in these settlements is compulsory. Out of the total population of 8,231 in settlements proper, the number of children attending day and night schools are 1,924 and 228 respectively and out of the total population of 7,212 in free colonies, the corresponding numbers are 1,336 and 210. Thus the number of children attending schools per thousand of the population is 261.3 for settlements and 214.4 for free colonies. In addition 344 children from the settlements and free colonies attend outside primary schools and 15 children attend English schools".²

In Bengal, the Salvation Army maintained a residential school with separate hostels for boys and girls of the Karwal Nats, a criminal tribe, at Nilphamari in the district of Rangpur. The enrolment in 1936-37 was 42 boys and 31 girls as against 35 boys and 32 girls in 1931-32. The total cost to provincial revenues for maintaining the school amounted to Rs. 10,000 during the quinquennium.

In the United Provinces, there are seven settlements for criminal tribes. A vernacular primary school is maintained in each settlement, attended both by boys and girls of these tribes. The progress made is reported to be satisfactory and the girls are found particularly promising. Some of the students have passed out of the settlement schools and are now receiving education in

¹Orissa, page 38.

²Bombay, page 219.

high schools. It is reported that the younger generation of these tribes are now growing up with ideas which have to a very large extent ousted the old criminal tendencies.

In the Punjab, the total number of schools of all grades for criminal tribes has decreased from 59 in 1932 to 57 in 1937, but enrolment has gone up from 2,391 to 2,444. The number of pupils attending ordinary village schools has fallen by 9 per cent. from 6,304 to 5,857. This decline is attributed to economic depression in rural areas, to grants of exemption to members of wandering criminal tribes on a large scale and to the traditional aversion of several tribes towards education. The number of boys and girls of the criminal tribes completing the primary course has, however, advanced by 100 per cent. from 739 in 1931-32 to 1,493 in 1936-37, while that of pupils who passed the middle and matriculation and school leaving certificate examination during the period has gone up by 57 from 47 to 104 (about 120 per cent.). Two students have passed the B.A. examination and one is studying in the LL.B. Class; four boys and one girl are studying in the arts colleges, six boys and two girls are receiving training in the junior vernacular and senior vernacular classes, and one boy in the Senior Anglo-Vernacular Class of the Central Training College, Lahore.

In Bihar, there are 7 schools specially intended for the children of criminal tribes. It is disappointing to note that the total number of pupils declined from 393 in 1931-32 to 255 in 1936-37.

The number of children of criminal tribes under instruction in Orissa was 1,776 out of which 152 were girls. 15 were in secondary stage, 1,517 in the primary stage and 244 in unrecognised schools. Only one school in the district of Cuttack is specially reserved for them and its enrolment is 13 boys and 5 girls.

A colony was established at Qarol Bagh, Delhi, in 1935, one of the objects of which was to reclaim the children of these unfortunate people from their hereditary occupation. 46 pupils of these settlers are receiving the usual instruction in the municipal board school started in the colony. In Sind also, a primary school has been opened by Government at Sukkur for the children of criminal tribes.

CHAPTER X.

MISCELLANEOUS.

(i) *Education in the Army.*

During the period under review the aims and general organization of education in the army have remained the same. Education is an integral part of the normal training of the soldier and is directed to ensuring that the soldier's mental ability keeps pace with the demands made on his intelligence and adaptability by the steadily increasing complexity of modern military training.

2. In British Units in India, the steady advance made during the past five years in the standard of education is illustrated by the table below.

TABLE CXXVIII.

Percentage of British troops in India holding educational certificates.

Year.				Special.	1st Class.	2nd Class	3rd Class.
1932	..	..	..	0·26	8·57	56·22	30·08
1933	..	..	..	0·27	8·44	60·44	29·17
1934	..	..	..	0·29	8·93	63·55	25·92
1935	..	..	..	0·41	10·42	62·52	25·03
1936	..	..	..	0·44	10·21	65·46	22·47

N.B.—The percentage of uncertificated personnel was 2·7 in 1932 and 1·4 in 1936.

Increasing numbers of British soldiers are now availing themselves of the facilities offered by London University, the Royal Society of Arts and the City and Guilds of London Institute for taking their external examinations in India.

3. On an average, 1,300 British soldiers receive vocational training in India every year. The quality of this has been improved and the cost to the soldier reduced. Training under qualified instructors is now available in many technical as well as non-technical trades, and the level of efficiency attained by the trainees is rising.

In addition 500 men are permitted to attend vocational training centres in the United Kingdom annually. These men remain on the Indian Establishment until they have completed their course, when they are discharged or transferred to the reserve in the United Kingdom. The majority of these men and a number of other British soldiers from India are placed in suitable employment each year through the aid of the vocational training centres, employment exchanges, regimental and other *ex-service* employment associations. The War Office have issued a revised "Guide to Civil Employment for Regular Soldiers, 1936", which gives full particulars regarding the civil employments available.

4. The Army has continued to provide facilities for the education of the children of British soldiers serving in this country. The curriculum has been modernized and the accommodation improved during the period under review. One of the main problems, which has to be faced, is to ensure continuity in the education of these children. Parents have, in the past, been prone to make use of Army children's schools only when no other school was available. As a result children were, in certain cases, continually changing from an army to a civil school and *vice versa*. Orders have, however, recently been issued to ensure that British soldiers' children are only permitted to attend civil schools which are approved and that once they have been permitted to attend such schools, they will remain there throughout the period of their father's stay in the station in question. Similarly if a child is withdrawn from an army school in order to attend a civil school, he or she can only be readmitted to the army school with the sanction of the District Commander concerned.

5. The position of the Lawrence Royal Military Schools, which are primarily intended for the children of British soldiers, generally remains the same as stated in the last Review. The standard of education in the Sanawar School, to judge from the results in the various examinations, has been steadily rising.

6. An equally satisfactory state of affairs is evident in the education of Indian soldiers as is shown in the table below.

TABLE CXXIX.

Percentage of Indian troops holding educational certificates.

Year.	Special.	1st class.	2nd class.	3rd class.
1932	0.10	5.03	15.80	25.80
1933	0.24	4.11	16.50	25.23
1934	0.31	5.50	19.90	28.49
1935	0.31	5.62	19.51	29.02
1936	0.36	6.15	20.81	30.37

N.B.—The percentage of men who have passed only the recruit's test or are uncertificated was 53 per cent. in 1932 and 42.31 per cent. in 1936.

The demand for education in the Indian Army has continued to grow and with it the number of Indian soldiers who have passed the Indian Army English Certificate has increased proportionately. Since 1932, 2,216 have gained the 1st Class Indian Army English Certificate and 3,463 the 2nd Class.

7. The general principles governing the educational training of Indian troops remain the same as those outlined in the last Review. The need for an increasingly high standard of training for the unit instructor resulted, in 1934, in the institution of a "Senior Instructors' Course" at the Army School of Education. Sixty unit instructors now attend this course each year. The object of these courses is to train unit instructors up to the standard required to teach all subjects for the Indian Army Special Certificate of Education.

8. A recent development in the case of the Indian soldiers, education is the introduction, as a subject for study for the higher certificates, of rural reconstruction and citizenship. It is considered that the soldier, having experienced the benefit of living in healthy surroundings and being aware of the necessity for active measures to combat disease, should prove an excellent agent for spreading these ideas on his return to civil life. It is the Army's intention to train the soldier for this role not only by example but also by precept. By the introduction of teaching in citizenship it is hoped not only to improve the soldier's personal prospects but also to make of him a more useful servant of his country.

9. The provision of an ample supply of trained instructors for both British and Indian troops continues to be the main purpose of the School of Education, Belgaum.

In the case of British non-commissioned officers, the syllabus is based on the system of instruction which is in force at the Army School of Education in England. Approximately one hundred British non-commissioned officers are trained at Belgaum each year.

In the case of the Indian instructor, research and experiment into the best methods of teaching continue and though the existing system is yielding good results, the nature of the problem demands that this research should go on. In the zone of experiment may be classified the examination which is now taking place into the possibilities of teaching "Basic English" to Indian troops. An officer of the Army Educational Corps, who was deputed to attend a course of "Basic English" at the Orthological Institute in London last year, is now on his return experimenting with the system at Belgaum with a view to determining its suitability for introduction into the Indian Army.

10. The three King George's Royal Indian Military Schools at Jhelum, Jullundur and Ajmer are being maintained at their full establishment. The staff of each of these schools has been increased by the addition of a second warrant officer instructor of the Army Educational Corps. The results of the examinations for the First Class and Special Indian Army Certificates of Education show that the educational standard of the pupils is rapidly improving.

Selected boys from these three schools are now admitted into the Kitchener College, Nowgong, by direct nomination, where they undergo a two years intensive course of instruction with a view to their admission as Indian Army cadets to the Indian Military Academy, Dehra Dun. Those of them who successfully complete the course there will eventually receive commissions as officers in the Indian Land Forces.

11. In the Kitchener College an advanced educational course was instituted in 1932. The object of this course was to provide facilities for sixty soldiers of the Indian Army to pass the examination for the Indian Army Special Certificate of Education. This certificate is one of the essential qualifications for nomination by His Excellency the Commander-in-Chief to an Indian Army Cadetship at the Indian Military Academy.

12. The Prince of Wales' Royal Indian Military College, Dehra Dun continues to train candidates for the Indian Military Academy for eventual commissions in the Indian Land Forces; for the Royal Air Force College, Cranwell for commissions in the Indian Air Force; and for the Royal Indian Navy. Since the inauguration of the Indian Military Academy in 1932, 39 students from the College have gained admission to that institution. The College is now working at its full capacity of 130 cadets and there is a waiting list. The education provided at the College followed the general lines described in the previous reviews, and the Diploma Examination remained in force.

(ii) *Reformatories.*

13. The number of reformatories has increased from 13 to 16 during the quinquennium and their enrolment from 2,294 to 3,215. The expenditure has decreased from Rs. 5,09,424 to Rs. 4,98,732, and the average cost per pupil from Rs. 222.1 to Rs. 155.1. The following table gives the detailed statistics by provinces.

TABLE CXXX.

Reformatory Schools.

Province.	1931-32.				1936-37.			
	Number of schools (place).	Enrolment.	Expenditure.	Average cost per pupil.	Number of schools (place).	Enrolment.	Expenditure.	Average cost per pupil.
			Ra.	Ra.			Ra.	Ra.
Madras	4 (Alipuram in Bellary, Chingleput, Ranipet, Madras).	593	72,610	122.4	5 (Bellary, Chingleput, Ranipet, Washermanpet, Kilpauk).	1,056	69,674	66.0
Bombay	3 (Yeravda, Byculla, Matunga).	620	1,45,184	234.2	3 (Yeravda, Byculla, Matunga).	688	1,32,385	192.4
Bengal	2 (Bankura, Calcutta).	492	72,766	147.9	3 (Alipore, Bankura, Calcutta).	605	97,779	161.6
United Provinces	1 (Chunar).	135	52,941	392.2	1 (Chunar).	74	40,779	551.7
Punjab	1 (Delhi).	127	43,475	342.3	1 (Delhi).	107	45,077	421.2
Burma	1 (Thayetmyo).	99	22,406	226.3	1 (Thayetmyo).	342	29,693	86.8
Bihar	1 (Hazaribagh).	228	1,00,042	438.8	1 (Hazaribagh).	225	81,533	362.3
Central Provinces and Berar.	..	..	..	..	1 (Jubbulpore).	118	1,812	15.4
Total	13	2,294	5,09,424	222.1	16	3,215	4,98,732	155.1

MISCELLANEOUS.

14. In Madras, the number of reformatory and certified schools has increased from 4 to 5 during the quinquennium. Of these, three are under Government management and the other two under private management. These two private schools are classified as girls' schools.

15. In Bombay, there are three principal Certified Industrial Schools which were formerly called reformatory schools, viz., the Yeravda Industrial School maintained by Government, the David Sassoon Industrial School, Matunga, managed by a Committee of Management appointed under the terms of a trust and maintained by Government grants and the Willingdon Boys' Home, Bombay, under the management of the Salvation Army, which is also an aided institution. A new system of release on licence has been introduced in the Yeravda School and the Willingdon Home. Under this system the boys are discharged before the expiry of their period of detention and are placed under the supervision of probation officers in their own districts. Efforts are made to secure employment for them. It is reported that the system has met with considerable success and the fact that the boy is liable to be recalled to the school for any misconduct or breach of the terms of licence on his part acts as a strong inducement for him to settle down to a steady life during the period of licence.

Of the three reformatory schools in Bengal, the buildings and the staff of those in Calcutta and Alipore are reported to be inadequate for the present number of inmates. But in spite of these handicaps, the schools are doing good work.

The Reformatory School in the United Provinces is housed in the historic fort of Chunar. During the quinquennium efforts have been directed towards getting rid of the jail atmosphere and the amenities of the place have been improved.

The Reformatory School in Delhi is managed by the Punjab Government. In Burma, a Borstal Institute is maintained at Thayetmyo.

The Hazaribagh Reformatory School in Bihar is a joint institution for Bihar, Assam, Orissa and to a certain extent for Bengal. Of 225 boys on its rolls on the 31st March 1937, 132 came from Bihar, 73 from Bengal, 10 from Assam and 10 from Orissa.

In the Central Provinces, a Reformatory School is maintained by Government at Jubbulpore. In 1936-37, the provincial Government accorded sanction for the admission to this institution of youthful offenders also from the administered areas in Central India and certain Railway lands in Rajputana and Central India on payment of the cost of maintenance.

16. In addition to general education, instruction is given to the children in these schools in vocational subjects such as carpentry, smithy, weaving, gardening, tailoring, laundry, book-binding, agriculture, dairying, cane work, leather work, etc. A healthy tone is also engendered by organized sports and games, lantern lectures scouting and other recognised methods of character building. Satisfactory progress has generally been maintained by the schools in both literary and vocational education during the quinquennium.

17. The question of after-care of the boys discharged from reformatories is of vital importance, and special attention is paid to this matter.

In 1936-37, out of 212 boys discharged from the three Certified Industrial Schools in Bombay, 105 are reported to have been employed and only one was recommitted. Similarly in the United Provinces, out of 76 boys released during the quinquennium, whose after career was reported on, 15 were pursuing the trades they had been taught, 24 were engaged in other avocations and only 5 had relapsed into crime. In Bihar, out of 422 boys discharged, 274 were employed and only 26 were reconvicted. In the Punjab, it is reported that 60 per cent. of the boys discharged are leading honest lives.

Several Associations also such as the Bengal After-care Association, the Shephard After-care Home, etc., are doing valuable work by looking after the welfare of the boys discharged from reformatories and by trying to find employment for them.

(iii) *Education of defectives.*

18. According to the census of 1931, there were at least 108,434 blind and deaf-mute children in India between the ages of five and fifteen. The provision for their education is still hopelessly inadequate. There are only 18 schools for the blind and 24 schools for deaf-mutes with an enrolment of 755 blind pupils and 1,096 deaf-mutes respectively. The provincial statistics are given in the following table.

TABLE CXXXI.

Schools for deaf-mutes and the blind, 1936-37.

Province.	Schools for deaf- mutes.	Schools for the blind.	Total.	Number of pupils.		
				Deaf- mutes.	Blind.	Total.
Madras	5	4	9	438*	151	589
Bombay	5	2	7	183	109	292
Bengal	9	1	10	365	84	449
United Provinces ..	1	3	4	19	96	115
Punjab .. ..	..	2	2	..	79	79
Burma	1	2	3	18	71	89
Bihar	1	2	3	7	96	103
Central Provinces and Berar.	1	1	2	20	32	52
Sind .. ..	..	1	1	..	37	37
Delhi	1	..	1	46	..	46
Total ..	24	18	42	1,096	755	1,851

*Includes blind pupils of the Deaf and Dumb and Blind school, Teynampet, separate figures for whom are not available.

In Madras, the number of schools for deaf-mutes and the blind has risen from 8 to 9. Of these, 4 are for deaf-mutes, 4 for the blind and one for both deaf-mutes and blind. Their enrolment has advanced from 414 to 589. All these schools are aided institutions under private management, with the exception of the Deaf and Dumb School at Coimbatore which is under municipal management. In this school provision has been made for free mid-day meals for poor children and also for medical inspection of the pupils by a specialist in ear, nose and throat diseases.

There are also three leper schools in Madras, one of which is maintained at Bapatla by the Salvation Army, and two at Narasapur and Chingleput are under mission management. There are 15 pupils in the Leper School at Bapatla as against 14 in the last quinquennium. The Bethesda Leper Hospital School at Narasapur, which was opened in 1935-36, has 28 pupils on its rolls.

In Bombay, of the seven schools for defectives, 2 with 109 pupils are for the blind and 5 with 183 pupils are for deaf-mutes. All these institutions are maintained by missionary and private bodies and are aided by Government and the local bodies. With the exception of the School for the Dumb and Deaf at Poona, these institutions provide board and lodging for the pupils. A record of past pupils is maintained and the reports of the Managers show that in spite of financial and other difficulties every possible effort is made to secure employment for them when they leave and to help them in other respects. The Principal, Ahmedabad School for Deaf-Mutes, reports that about 60 per cent. of the past students earn an independent living, with an average monthly income ranging from Rs. 25 to Rs. 90. No special provision exists for the training of teachers for defective children. The majority of teachers in such schools are reported to have acquired by practice and experience such knowledge as they possess of the subjects they are required to teach. Efforts are, however, being made by the Managers to secure the services of trained teachers.

In Bengal, the number of schools for deaf-mutes has increased from 6 to 9 and their enrolment from 268 to 365. Of these the Calcutta Deaf and Dumb School is the most important. This school had 173 boys and 60 girls in 1936-37 against 155 boys and 44 girls in 1931-32.

The Blind School at Behala in the South of Calcutta is the only school of its kind in Bengal. It has separate hostels for boys and girls. In 1936-37, there were 84 pupils as against 78 in 1931-32.

In the United Provinces, there are two schools for the blind at Mainpuri and Aligarh maintained by private agency. The average number at each school is from 12 to 15. A school for blind girls, the North India Industrial School for the blind, is maintained at Rajpur (Dehra Dun) by the Zenana Bible and Medical Mission. There are 66 inmates. There is also one Deaf and Dumb Institute at Allahabad, which has 19 students.

In the Punjab, there are two schools for the blind with an enrolment of 79 pupils. The Government School for the Blind, Lahore, is being reorganized with effect from April 1937. The revised scheme of studies will provide a

better and more interesting course of training ; at the same time work will be secured for the blind pupils and they will be helped in the marketing of their products.

In Burma, the number of schools for deaf-mutes and the blind has remained stationary at 3, while their enrolment has increased from 69 to 89.

In Bihar, there continue to be the two schools for the blind at Patna and Ranchi. The school at Patna is controlled by a managing committee representing the local community and that at Ranchi is managed by the S. P. G. Mission. The enrolment of these schools has increased from 92 to 96. A school for deaf-mutes was started at Patna in the last year of the quinquennium and has 7 pupils on its rolls.

There is also a school attached to the Leper Asylum at Purulia in Bihar. It had 258 pupils in 1936-37 against 231 in 1931-32.

In the Central Provinces, the two schools, one for deaf-mutes and one for the blind, continued during the quinquennium, and their enrolment increased from 38 to 52. A new building was constructed for the Blind Boys' Institute at Nagpur towards the cost of which Government contributed Rs. 7,040.

In Sind, there is one school for the blind at Karachi with 37 pupils on the roll as compared with 25 pupils in 1931-32. It provides free lodging and board for its pupils.

In Delhi, a school for the deaf and dumb was started by a Committee formed under the auspices of the Delhi Provincial Council of Women in 1931. An Association called the Delhi Association for the Deaf and Dumb was recently constituted and registered. It took over the management of the school in December 1936. The school, which began with only half a dozen pupils in 1931, has now 46 pupils on roll. It has been able to provide a well-planned building of its own with accommodation for 60 pupils. The Government of India contributed Rs. 20,000 towards the erection of this building. It has extensive playgrounds, residential quarters for teachers and a boarding house with provision for 30 pupils.

In Assam, there is no school for the education of defectives. There are, however, 24 scholarships for the training of blind and deaf and dumb children of that province in the Calcutta schools.

19. In addition to general education, these schools teach various useful handicrafts with the object of making their pupils self-supporting. Some progress is noticeable in the education of defective children, but much still remains to be done in this field. The Central Advisory Board of Education, which considered this matter in 1936, recommended that the education of these unfortunate children should not be neglected.

20. The question of providing education for mentally defective children has so far attracted very little attention in India. There are only two schools—the Children's Home, Kurseong, where special methods are adopted for the training of mentally and physically defective European children, and the Bodhana Niketan at Belghoria near Calcutta which is intended for the education of mentally defective Indian children. The former had on its rolls 26 pupils in 1936-37, and the latter 15 pupils.

(iv) *Education of adults.*

21. The table below indicates the provision made for the education of adults in India. But a large number of institutions shown therein are not strictly schools for adults but are in many cases night schools which are attended also by children.

TABLE CXXXII.
Schools for adults, 1936-37.

Province.	Males.		Females.	
	Institutions.	Pupils.	Institutions.	Pupils.
Madras	(a) 586	(a) 22,420	..	..
Bombay	171	5,777	9	522
Bengal	557	13,963	..	..
United Provinces	286	8,103	..	(b)33
Punjab	189	4,975	..	(b)13
Burma	15	1,449	..	..
Bihar	(c) 123	(c) 3,166	..	(b)11
Central Provinces and Berar	(d) 28	(d) 1,150	2	354
Assam	2	110	..	(b)3
North-West Frontier Province	7	(e) 154	..	..
Sind	24	715	..	(b)6
Orissa	2	133	..	..
Delhi	14	345	..	(b)4
Ajmer-Merwara	12	231	..	..
Total	2,016	62,691	11	946

(a) Includes 582 night schools with the strength of 22,236.

(b) Reading in institutions for males.

(c) Includes 122 night schools with 3,150 pupils.

(d) Includes 20 night schools with 191 pupils.

(e) Excludes enrolment of one school for which figures are not available.

In Bombay (excluding Sind) there were 143 schools for adults in 1932-33 with an enrolment of 5,660 pupils. The number of schools has increased to 180 in 1937 and that of pupils to 6,299. The increase is attributed to "the present awakening in the cause of adult education due to the impetus given by Government".¹ In this province, several Associations such as the Rural Reconstruction Association of Poona, the City of Bombay Literary Association, the Adult Education League in Poona, the Seva Sadan Society and the Social Service League in Bombay are also doing substantial work in the direction of adult education. The Social Service League maintains five main centres exclusively for the benefit of women. The activities of the Seva Sadan Society are also directed towards the social and educational uplift of Indian women and it maintains a number of schools at important centres in the Central Division of the province. The advanced night classes at Kirkee, conducted by the Alegaonkar Brothers, cater for factory employees.

The United Provinces also show an appreciable increase both in the number of schools and their enrolment. The number of schools has risen from 233 to 286 and that of pupils from 6,114 to 8,136. It is, however, reported that these schools do not attract the adults, and the majority of those who attend are boys.

In Madras, the number of schools decreased from 3,322 to 586 during the quinquennium and their enrolment from 98,761 to 22,420. The rapid and continuous reduction in the number of schools during the last decade has been due "to the policy of weeding out bogus and ill-working night schools which came into existence as a by-product of the policy of expansion during the previous decade. The average number of pupils per night school however rose from 30 to 38 during the quinquennium, which marks noteworthy progress in the increase of larger and economical schools".²

In Bengal also, there has been a rapid and continuous decrease both in the number of schools for adults and their strength. There are now 557 schools with an enrolment of 13,963 pupils as against 1,089 schools and 26,804 pupils in 1932.

The Punjab shows a decrease of 396 in the number of schools and of 7,812 in that of pupils. This abnormal decrease is reported to be partly due to the departmental order of 1932 that grant would not be paid to district boards for more than 10 adult schools per district.

In Bihar also, the number of night schools is declining. During the five years it fell from 175 with 4,078 pupils to 122 with 3,150 pupils. It is reported that their general reputation has been so poor that it is not surprising that they die out for want of popular support. One feature common to all the schools is that, on an average, only about 50 per cent. of the students in them are adults. The Night School Association, Muzaffarpur, is, however, doing good work as a supervising agency.

¹ Bombay, page 233.

² Madras, pages 91-92.

In the Central Provinces, the scheme drawn up originally in 1928 for the establishment of 50 schools for adults had again to be postponed owing to financial stringency. There are at present 30 schools for adults (including 20 night schools) with an enrolment of 1,504.

22. Work in night schools maintained for adults continues to be largely experimental, and the efforts which have been made in this direction have met with only qualified success. For example, the United Provinces consider that "night schools of the present type will do little to liquidate illiteracy".¹ They suggest that "seasonal schools, which only function when agricultural operations are slack, are the only type which will have any chance of succeeding as the labourer after his day's work is too tired to attend school"¹, and primary school teachers employed in night schools are also "tired and do not make much effort".¹

The writer of the Punjab Report also states that the practice of working through night schools and through teachers, who also worked during the day, impeded the advance of adult education. In his opinion, "the real causes of the decline appear among others to be : lack of public interest ; application of unsuitable methods of instruction, *viz.*, those used in the case of immature minds ; unsuitable courses of instruction ; non-existence of appropriate literature for the up-keep of adults' interest in reading ; collective teaching and placing the adult in the hands of teachers who are ignorant of adult psychology and who are too tired after a hard day's work in school to do anything substantial later".²

23. In the Punjab a new experiment was, however, started in 1937 and is being tried in the Mission School at Moga. It is based on the technique and psychological approach of Dr. Laubach's method of "Each one teach one". The main features of this method are its basis in a sound psychology of the adult mind, an interesting method with suitable instructional matter and the easy and inexpensive teaching of one individual by another. It is reported that the results of this experiment in a dozen different centres are very encouraging.

24. In some provinces, adult education is carried on by voluntary effort but the problem is too serious to be left entirely to voluntary workers. Whilst voluntary effort should be encouraged, a systematic campaign sponsored by Government should be launched. The preparation of such a campaign will necessitate a consideration of many points—teachers, both voluntary and paid, supervisors, times of meeting, premises, methods of procedure and control, text-books, and finally cost. For village schools, in which normally adult classes will be held, libraries of suitable books are needed. The organization of these libraries and perhaps the experiment of "travelling" libraries will depend on local conditions, available funds and other factors. These are matters which need the earnest attention of education departments in each province, if the problem of adult education is to be seriously tackled.

¹ United Provinces, page 81.

² Punjab, page 19.

(v) *Libraries.*

25. University libraries are steadily expanding. The table below indicates the size of these libraries.

TABLE CXXXIII.

University libraries.

University.	Number of volumes.	
	1932.	1937.
Calcutta	102,096	173,446
Bombay	41,172	(a)
Madras	74,892	97,343
Punjab	75,434	76,225
Allahabad	80,998	94,177
Benares Hindu	64,635	94,632
Mysore	20,663	26,677
Patna	12,627	23,000
Osmania	29,725	(a)
Aligarh Muslim	25,190	(a)
Rangoon	14,142	20,344
Lucknow	43,572	55,271
Dacca	78,917	94,056
Delhi	12,005	21,754
Nagpur	18,807	29,219
Andhra	9,086	32,300
Annamalai	31,032	51,584

(a) Figures not available.

The Calcutta University spent Rs. 55,289 during the years 1935 and 1936 on the purchase of books for its library. New premises were also built for the library, and there is now a well-lighted and well-ventilated reading room with seating accommodation for about 300.

The Madras University Library was also provided with a new building in 1936, and the location of books in the stock room has been planned with regard to the importance of and frequency in demand in various subjects and the convenience of the readers and the staff.

The Punjab University now spends a sum of about Rs. 50,000 a year on its library.

The Allahabad University Library receives an annual grant of Rs. 10,000 from Government. A special non-recurring grant of Rs. 3,000 during the year 1936-37 was also sanctioned by the Executive Council of the University.

The Benares Hindu University spent Rs. 92,879 on the purchase of books and periodicals during the quinquennium. With the housing of the University library in a commodious building costing Rs. 2 lakhs, which was the generous gift of His Highness the Gaekwar of Baroda, it has been possible to start an Art Gallery and a Numismatic Section in connection with the Library.

The Patna University Library Building has been extended by the addition of two wings at a cost of about Rs. 18,000. The Bayley Memorial Collection, which is open to the public, has been accommodated in the University Library.

The Rangoon University Library has acquired besides other books a complete set of the Narthang Edition of the Tibetan Tripitaka (both Tanjur and Kanjur) at a cost of Rs. 3,000 and a set of "Genera Insectorum" in 33 volumes at a cost of Rs. 5,177. A sum of Rs. 12,553 was spent during the year 1936-37 on the purchase of books.

In the Lucknow University Library a new section known as the Bonarji Library has been opened to provide text-books for poor students as well as books of general cultural interest. This is the result of the generosity of Mr. D. N. Bonarji, who has made an endowment of Rs. 11,000 for its maintenance.

The amount spent on the purchase of books for the Dacca University Library was Rs. 95,000 during the quinquennium. An extension to the library building was also made.

During the quinquennium, expenditure on the Delhi University Library has increased from Rs. 6,635 in 1931-32 to Rs. 14,011 in 1936-37.

In the Nagpur University, a sum of Rs. 14,579 was spent on the purchase of books during 1936-37.

In the Andhra University on an average a sum of Rs. 25,000 was allotted for the purchase of books and periodicals every year during the period under review. A new and well-equipped building was also constructed for the University Library.

The Annamalai University Library is also now housed in a new building specially designed and well equipped with halls and reading rooms. The annual allotment for books and periodicals is about Rs. 25,000.

University Libraries are now being increasingly used by the general body of students as distinct from research workers. The system of lending books to eligible persons in the mofussil (i.e., outside Madras City) has now been introduced in the Madras University Library.

26. Libraries are also maintained in all the colleges. But, speaking generally, they vary considerably in size according to the size and importance of the colleges themselves. As stated in the last Review, the library of the Presidency College, Calcutta, has a fine collection of books and that of the Sydenham College of Commerce, Bombay, possesses perhaps the finest collection of economic and commercial publications in India. Not many colleges, however, own large or up-to-date collections of books and the whole question of college libraries needs attention.

27. School libraries are still generally unsatisfactory. Many of them are inadequately supplied with books, and the provision of new books has been made more difficult by the general lack of money. Improvements are, however, reported in certain provinces.

In Madras, class libraries were formed in some schools and it is hoped that this policy may be widely extended.

In Bengal also, the Director of Public Instruction has ordered that the school libraries in the Government schools should be split up into class room libraries to be kept in the classes in charge of the class teachers. It is reported that this has had some effect in inducing the boys to use the library more frequently.

In Bombay, a number of school boards are now realizing the importance of school libraries and are beginning to supply their primary schools with books for supplementary reading.

In the United Provinces, inspectors have made efforts to induce schools to buy reference and illustrated books, while more attention has been given to the provision of books for juveniles and books in the vernacular. Some boards have been able to make small additions to school libraries.

In the Punjab, libraries attached to village schools continue to be useful in checking a relapse into illiteracy and in providing the literate villager with interesting reading matter.

In the Central Provinces, Government made grants amounting to Rs. 2,431 during the quinquennium to 22 village libraries, which are maintained in vernacular middle schools.

The N. W. F. Province reports that libraries attached to secondary schools, both venacular and anglo-vernacular, have been very much improved. The institution of class libraries, mainly in high schools, has proved very useful. A liberal supply of periodicals and journals has been given to all schools and it is satisfactory to record that very good use has been given of these both by boys and teachers.

28. There are some libraries which are doing useful work in the field of oriental research.

The Government Oriental Manuscripts Library, Madras, maintains an excellent collection of manuscripts. During the quinquennium 308 new manuscripts were acquired.

In Bombay, the Manuscripts Department of the Bhandarkar Oriental Research Institute, Poona, possesses about 20,000 Sanskrit manuscripts, many of which are rare and unpublished. Besides this collection the Institute has acquired about 3,000 manuscripts which include many valuable Persian manuscripts. The K. R. Cama Oriental Institute, which specializes in Iranian literature, also added a number of books, manuscripts, etc., to its library.

The Bombay Branch of the Royal Asiatic Society has now more than 69,000 books, manuscripts, etc., in its library, some 8,380 having been added during the quinquennium. University students, who pursue post-graduate research, are allowed free access to the Society's library, and full advantage of this privilege is reported to have been taken by them.

In Bengal, the Royal Asiatic Society has an excellent library, well stocked with rare manuscripts and books, where every facility is given to all serious students in the field of oriental learning and culture.

The Oriental Public Library, Patna, has a valuable collection of manuscripts in Arabic and Persian. The number of Arabic manuscripts in the library is twice as large as that of Persian manuscripts.

29. The Imperial Library, Calcutta, is maintained by the Government of India and owes its foundation to Lord Curzon. It was formed in 1902 by amalgamating the Calcutta Public Library with a number of departmental libraries of the Government of India. It is located in the Foreign and Military Secretariat Buildings, Esplanade East.

The management of the Library is vested in a Council which was re-organized in 1929. The Council consists of the Educational Commissioner with the Government of India as *ex-officio* Chairman, two members nominated by the Government of Bengal, two members elected by the Calcutta University and three members nominated by the Governor-General in Council to represent interests outside Calcutta, and it continues to keep in view the aims of the founder that "it should be a library of reference, a working place for students, and a repository of materials for the future historians of India, in which, so far as possible, every work written about India at any time can be seen and read."

There are over 340,000 volumes in the Library, of which about 42,400 were added during the quinquennium under review. It possesses reading rooms public and private, where facilities are offered to students and researchers. There is also a Reading Room intended exclusively for the use of women. Books are also issued on loan outside Calcutta. Printed and card catalogues, both by subjects and authors, are maintained. No charges are made for using the library. The number of volumes lent during the quinquennium was 61,106 and that of persons who visited the reading rooms was 231,752.

In 1935, the Library opened a library training class with 20 students who came from all over India, and at the examination held in December of the same year, 17 were successful.

30. The Imperial Secretariat Library, New Delhi, continues to serve the requirements of the various departments of the Government of India as a central reference and lending library. In 1936, it was decided to move the

main collection of books housed in Gorton Castle, Simla, to New Delhi, and consequently additional accommodation and shelves were provided to receive the entire collection in the Library at New Delhi. The Library is located in the Imperial Secretariat Building. As stated in the last Review, a special feature of the Library is its collection of official publications and blue books relating to India and oriental countries.

31. The Library of the Central Advisory Board of Education possesses an excellent collection of books on educational topics, periodicals issued in and outside India and reference books of education. It is intended mainly for the use of educational authorities and those interested in education. It is situated in the Imperial Secretariat Building, New Delhi. Books may be consulted by any one interested without payment of any fee.

(vi) *Text-Book Committees.*

32. The table below furnishes information regarding the number of books examined and approved during the quinquennium by Text-Book Committees.

TABLE CXXXIV.

Number of books approved by Text-Book Committees during the quinquennium 1932-37.

Province.						Books examined.	Books approved.
Madras	..	..	..	..	..	9,314	7,189
Bombay	..	..	..	..	..	1,283 (a)	1,092(a)
Bengal	..	..	..	..	..	7,447	3,248
Punjab	..	..	..	..	..	(b)	384
Bihar	..	..	..	..	..	3,928	1,973
Central Provinces and Berar				..	..	997(c)	579(c)
North-West Frontier Province			..	..	..	1,642	1,098
Sind	..	..	..	..	..	76(a)	63(a)
Delhi	..	..	..	..	..	2,318	1,223

N.B.—Figures for some provinces are not available.

(a) For 1936-37 only.

(b) Figures not available.

(c) From May 1935 to March 1937 only, as previous records were lost in the fire of May 1935.

The number of members of the Text-Book Committee in Madras continued to be 40 till 1935, when after the formation of the new province of Orissa, to which part of the Madras Presidency was transferred, it was reduced to 39. The rules for the working of the Committee were revised with the consent of

Government with a view to removing certain defects in practice and to making them sufficiently comprehensive to give authoritative guidance where such guidance was needed.

In Bombay, there are five School Book Committees to assist the Director of Public Instruction in determining what books should be sanctioned. The Provincial School Book Committee, of which the Director of Public Instruction is President, considers books proposed for use in secondary schools, while the Primary School Book Committees, of which there are four, deal with books in the different regional languages, viz., Marathi, Gujrati, Kanarese and Urdu.

In Bengal, certain important changes were introduced in the procedure for the examination of the books submitted for approval to the Provincial Text Book Committee. Formerly it had been the practice to call for text-books on all subjects for primary and secondary schools in a single year but experience showed that members found it difficult to examine thoroughly all books for the schools in one year. It was therefore decided to call for books for examination in a four-year cycle by rotation.

In the United Provinces, the Provincial Text-Book Committee was abolished in 1929. The Board of High School and Intermediate Education prescribes text-books for all classes from class V to class XII, while the Board of Vernacular Education deals with text-books for vernacular schools and the primary classes of anglo-vernacular schools. There is also a Special Maktab Text-Book Committee which deals with text-books for maktabas.

In the Punjab, as a result of a resolution passed in the Legislative Council, Government appointed in 1934 an Enquiry Committee to examine the existing system of prescribing and providing books for use in schools. One of the recommendations of the Committee led to the abolition of the Text-Book Committee and its replacement by the Punjab Advisory Board for Books. This Board comprises 40 members, including four *ex-officio* members, viz., the Director of Public Instruction as the Chairman, the Deputy Directress of Public Instruction, the Principal of the Central Training College, and the Secretary ; four from among the members of the Legislative Council ; four nominees of the Hon'ble the Minister for Education ; eleven members of the Education Department ; six from the University and eleven from the members of the teaching staffs of the privately managed institutions in the province. Some recommendations of the Committee have already been accepted by Government while others are yet under consideration. Due to uncertainties involved in the evolution of the new Board, most of the activities of the Text-Book Committee had either to be curtailed or suspended. Such activities, however, as the free display of educational films in schools and colleges, the preparation of maps and the free distribution of books translated by the Committee were continued as before.

During the quinquennium, the Text-Book Committee in Burma, in addition to its ordinary work of selecting text-books suitable for schools, considered and approved six new projects for the production of text-books in Burmese.

In Bihar, there was some change in the constitution of the Text-Book Committee on account of the separation of Orissa from the 1st April 1936,

the total number of ordinary members being reduced from 18 to 16. An important decision taken by Government with regard to the approval of text-books for primary schools is that in future no Hindi or Urdu books should, without the special permission of the Director of Public Instruction, be approved by the Committee for use in any subject at the lower primary stage, or in any subject other than literature at the upper primary stage, which is not as far as possible one book printed in both the Urdu and Nagri scripts.

In the Central Provinces, books meant for use in vernacular middle and anglo-vernacular schools are examined by the various Committees of Courses appointed by the High School Education Board. The Text-Book Committee deals with books intended for use in schools other than middle and anglo-vernacular schools. It is felt that the existing machinery is out of date and in consequence the reorganization of the constitution of the Committee is under consideration by the provincial Government.

At the beginning of the quinquennium, there were three main Text-Book Committees in Assam, viz., the Provincial, the Surma Valley and the Assam Valley Committees. From 1936 these three have been amalgamated into a Central Text-Book Committee consisting of 10 officials and 10 non-officials with the Director of Public Instruction as President. The new Committee has already undertaken some valuable work such as the preparation and production of school text-books, dictionaries and books of juvenile interest, of which there is a serious shortage especially in Assamese. The other Text-Book Committees are those of the Khasi and Jaintia Hills and the Garo Hills. They are practically official bodies. Text-books for the other Hill areas are arranged by the Director in consultation with the District Officers.

In the North-West Frontier Province, the Text-Book Committee consists of 15 members, together with the Director of Public Instruction, who is *ex-officio* President and the Registrar of Departmental Examinations, who is *ex-officio* Secretary. All books received are examined by sub-committees each consisting of 5 or more members. Up to the end of 1935 the number of the sub-committees used to be nine. In 1936, it was decided to reduce the number to six.

In Sind, the Vernacular School Board Committee, formed under the Bombay Presidency rules, continues to function. It considers books in Sindhi only. It has 10 members with the Director of Public Instruction as President.

In Orissa, a temporary Advisory Text-Book Committee was set up in 1936 with the Director of Public Instruction as President, pending the formation of a properly constituted Text-Book Committee. It consisted of 5 members from Orissa on the old Bihar and Orissa Text-Book Committee, two persons from South Orissa nominated by Government, one Bengali and one Muslim nominated by Government to represent the interests of the two communities, and the Personal Assistant to the Director who was *ex-officio* Secretary.

In Delhi, the courses of study for the High School and School Leaving Certificate Examinations are prescribed by the Board of Secondary Education, while the Text-Book Committee recommends books for use in the middle and primary classes.

(vii) *Oriental Studies.*

33. Provision for oriental studies is made in many types of institutions. The courses in ordinary schools and colleges include the study of classical languages (Sanskrit, Arabic and Persian), while the universities make provision for advanced studies and research in oriental languages. There are also a large number of special institutions which impart instruction in these languages. They include madrasahs, maktabas, mulla schools, Quran schools, Pali schools, tols and pathshalas. The education given in most of these is of an elementary character.

34. There are also advanced institutions which specialize in these studies.

In Madras, there are 18 oriental colleges for higher education in Sanskrit. Of these, 13 are aided, 4 unaided and one is under the management of a local body. The enrolment in these colleges increased from 575 in 1931-32 to 587 in 1936-37. There are also two Sanskrit colleges for women with 15 students.

In Bombay, there is a Sanskrit College at Poona which was opened by the Poona Sanskrit Association in 1929 with the object of providing instruction in the ancient *shastras* on traditional lines. There were 20 students at the end of the quinquennium. The Bhandarkar Oriental Research Institute, Poona, the K. R. Cama Oriental Institute, Bombay, and the Bombay Branch of the Royal Asiatic Society are doing original research in oriental learning. The Bhandarkar Institute has undertaken, for the last 19 years, the important enterprise of preparing a critical edition of the *Mahabharata*. The Cama Institute specializes in Iranian literature and awards fellowships and prizes for research work, essays and lectures. The Bombay Branch of the Royal Asiatic Society published during the quinquennium five volumes of its journal containing a number of articles of interest to scholars. The Mimansa Vidyalaya, Poona, specializes in the "critical study of the Mimansa Shastra and other Vedic requisites forming a useful asset towards the encouragement of original research," while the Indian Historical Research Institute carries on original research in historical subjects. The Bharat Itihas Samshodhak Mandal possesses rare collections of manuscripts, records, *daftars* in Marathi, Sanskrit and Persian bearing on the economic and administrative history of the Deccan for the last four hundred years. During the quinquennium, a number of useful historical documents in Persian and Marathi were published in the Quarterly Journal of the Mandal.

The Historical Museum, Satara, also possesses an excellent collection of manuscripts, historical prints, drawings, pictures, etc. A number of books, coins and pictures were added to the Museum during the quinquennium.

In Bengal, the Oriental Department of the Sanskrit College, which is maintained by Government, teaches Veda, Vedanta, Smriti, Nyaya and Vyakaran. There were 144 students in the Oriental Department in 1936-37 against 105 students in 1931-32. The Bengal Sanskrit Association and the East Bengal Saraswat Samaj are doing excellent work for the promotion of Sanskrit studies. The Calcutta Madrasah which was the first educational institution to be established by the British in India, offers facilities for advanced studies in Islamic culture. It was founded in 1781 by Warren Hastings and is maintained by Government.

In the United Provinces, the Sanskrit College, Benares, which was started by the East India Company in 1791 and has had many distinguished Sanskrit scholars connected with it, continued to be a centre of advanced studies and research work. The number of students increased from 610 in 1931-32 to 653 in 1936-37 and from 55 to 65 in the Anglo-Sanskrit Department. Beside printed books, 1,232 Sanskrit manuscripts, including many rare and important Sanskrit works, were added to the library of the College.

The oriental institutes at Lucknow and Deoband continued to impart instruction of a high standard in Arabic and Islamic culture. The Hindustani Academy which was founded in 1926 by Government to preserve, foster and develop Hindi and Urdu literature, maintains a literary staff to compile and edit books and also awards prizes to encourage the production of original works.

In the Punjab, an Oriental College is maintained by the University with the main object of promoting the advanced study of Sanskrit, Arabic, Persian and such modern Indian languages as the Syndicate may prescribe. The number of students on the roll on the 31st March 1937 was 152.

In Bihar, the Dharma Samaj Sanskrit College at Muzaffarpur is managed by Government. The number of pupils in the College rose from 268 in 1931-32 to 504 in 1936-37. This phenomenal increase in the roll is due partly to the provision of enlarged hostel accommodation and partly also to a growing appreciation of the importance of Sanskrit learning. The Madrasah Islamia Shamsul Huda at Patna, which is also managed by Government, has a record of steady improvement during the past five years in respect of its enrolment, staff and buildings. The number of students increased from 278 in 1931-32 to 327 in 1936-37.

The Central Provinces and Berar Literary Academy, which was founded in 1928-29 with the object of preserving, fostering and developing the three main languages and literatures of the province, *viz.*, Hindi, Marathi and Urdu, is progressing well. Its funds have been devoted chiefly to the payment of honoraria to authors of original works. A small library has also been started.

In Assam, there are a Government Sanskrit College and a Government Madrasah. In 1933-34 high madrasah courses were introduced in the latter institution.

In Orissa, there is one Sanskrit College at Puri maintained by Government with 157 students on the roll. There is also another Sanskrit College maintained by the Maharaja of Paralakimedi and aided by Government. It has 132 students on the rolls. Of the madrasahs in Orissa, the Madrasah Sultania at Cuttack is the only one which carries the study of Islamic culture to an advanced stage.

(viii) Moral and Physical Training.

35. There has been no appreciable improvement in the direction of moral instruction in schools.

The Madras Report observes that "moral instruction as it is organized in secondary schools is not much of a success and if it is to prove an effective means of moral training, it should receive more serious attention than is bes-

towed on it at present Moral instruction which fails to develop a predilection for right conduct and to inspire a faith in moral forces is a mere waste of breath and time. It is, however, hoped that the intrinsic value of the subject will be better realized and the teaching of it will be better organized, so that moral instruction may serve as a true foundation of the pupils, character during its formative stage at school. The results so far achieved tend to prove that moral instruction is of little value unless it is based on the essentials of religion."¹

The Assam Report also states that "it is worse than useless to attempt to inculcate morals by lectures in the school room. Such instruction should be given at home or by religious instructors in church, mosque, temple or namghar".²

The every day life of a school, however, should provide the teacher with ample opportunities for inculcating the fundamental qualities of honesty, truthfulness and brotherliness, and this incidental instruction can be supplemented by special lessons based on stories drawn from the literature of all religions. "A teacher who has a genuine faith in moral values and a real enthusiasm for inculcating them cannot fail to make the subject interesting to pupils."¹

36. If little stimulus has been given to moral instruction during the period under review, considerable progress has been made in physical training. Games have been better organized, new methods of physical training have been introduced, and interest has been aroused in the indigenous games. The subject has received careful attention in rural as well as in urban areas, and there has also been a marked improvement in the organization of games for girls.

In Madras, a number of schemes for the acquisition and improvement of playing fields were submitted and liberal provision was made by Government in the way of playground grants and subsidies, though in some years financial difficulties prevented some Managing Bodies from taking full advantage of them. Adequate plots of Government land were also assigned for use as playgrounds. Other improvements were the gradual replacement of drill-masters of the old type by properly trained physical training instructors, the growing realization on the part of educational institutions of the need for providing physical activities for all instead of for a few star performers only and the perceptible improvement in the spirit displayed in inter-school competitions as a result of the increasing realization of the value of playing the game apart from winning it. Inter-collegiate tournaments in the major games were also organized under the auspices of the University. The conduct of these tournaments is in the hands of six local divisional organizations in the chief centres of the province. A sum of Rs. 6,000 is annually provided for running the tournaments.

In Bombay also, there has been a great improvement in the attitude of the public and of the managing bodies of schools towards physical education and games. There are now very few secondary schools which do not make provi-

¹ Madras, page 76.

² Assam, page 69.

sion of some kind or another for physical education. In many schools definite periods are set aside in the course of the week both for games and for Swedish drill or gymnastics, and this is true of all Government schools.

In Bengal, though financial stringency did not permit the undertaking of schemes of physical education, it was possible to build up a solid foundation upon which future schemes for the introduction of well-devised courses of physical education in the province can be based. An outstanding feature of the period was the growth of public opinion in favour of physical education. This change in the outlook was due in a great measure to the excellent work done by the Students Welfare Committee of the Calcutta University. Revised syllabuses in physical training were issued for schools. A Physical Training Centre was set up by Government where university graduates could take up a course of physical training lasting for one year. It was contemplated that the graduates trained at this Centre might combine the duties of academic teaching and of physical training in schools. It is reported that the Centre is fulfilling a very important function and the necessity for putting it on a permanent basis is now generally recognised. The All-Bengal Teachers' Association also organized from 1932 short vacation courses of physical training for high school teachers in order to meet the demands of the schools, and about 80 teachers were trained each year. The University of Calcutta appointed an Organizer of Physical Education. As a result of this, inter-collegiate games and athletic competitions were better organized than in the past. The University Rowing Club did good work and made rowing increasingly popular amongst Calcutta students.

In the United Provinces, the three Superintendents of Physical Training have continued to train teachers in new methods of physical training and special attention has been paid to their adoption in rural schools. An innovation has been the sending of women teachers to the Y. W. C. A. course of physical education in Calcutta, who on their return will train other women teachers in methods suitable for girls schools. The Lucknow Christian College has a Physical Training College attached with a two years' course. Its products experience no difficulty in finding employment in various schools. The Seva Bharat Mandal, Benares, also trains teachers in physical exercises, concentrating chiefly on the indigenous system. The Lucknow Inter-Schools and Colleges Athletic Association has also done very useful work in the matter of improving the standard of games generally. The Education department has prepared a detailed syllabus of physical training exercises for boys from 6 to 14 years old in the vernacular on the lines of the English Board of Education physical training syllabus and is proposing to publish a syllabus for gymnastics for older boys.

In the Punjab, physical training has now been made compulsory for all intermediate students by the university and all colleges are required to employ one or more properly qualified physical training supervisors. In the schools the new type of physical training instructor has already made his influence felt. Games, during and after school hours, are organized more carefully and systematically. Inter-school tournaments have been revived in some districts and a large number of refresher courses for vernacular teachers have been held

by the assistant district inspectors of schools for physical training. These courses, followed by regular and intensive supervision, have brought about a noticeable change in the physical training work in rural schools. Almost every village school has now a teacher with some knowledge of modern physical training methods.

In Burma, there has been marked progress in physical education in anglo-vernacular and English schools and some progress in vernacular schools also. In addition to the Rangoon Schools Athletic Association, which was in existence at the beginning of the quinquennium, eleven Schools Athletic Associations have been formed in the districts. Government has now under consideration a scheme for the creation of a special inspectorate for physical training for the whole province. One Deputy Inspector and one Deputy Inspectress for Physical Training were appointed in 1936.

In the Rangoon University an excellent swimming pool was completed in 1936, towards the cost of which the University gave Rs. 28,932 while the constituent colleges contributed the balance.

In Bihar, all the *zila* schools have qualified drill masters, but the work in private schools is generally unsatisfactory. The four physical training instructors, one attached to each of the four secondary training schools in the province, continued to do good work throughout the quinquennium.

In the Central Provinces, the Nagpur University introduced a scheme of compulsory physical education by which every male student studying for the intermediate examination was required to pursue, for at least one year, an approved course of physical instruction. In order to enable the colleges to take full advantage of the scheme, the University appointed, for the first two years of its operation, three physical instructors. All the Government high schools and normal schools, with a few exceptions, are also provided with physical training instructors. In fact, physical education has received special attention in all schools. The old drill is gradually being replaced by physical exercises prepared to suit boys at different stages of growth.

In Assam, physical training has been made compulsory for teachers under 40 years of age, but many who have exceeded this age have volunteered for training and become proficient. The main advance during the quinquennium has been made in regard to organized games taught in connexion with physical training. It is reported that inter-school, inter-madrasah, inter-valley and divisional tournaments are now the order of the day in the province.

In the North-West Frontier Province, whole time physical instructors are employed in all anglo-vernacular schools. Trained bandmasters have also been employed in some schools for the purpose of drilling boys to the accompaniment of bag-pipe and fife-bands.

In Sind, physical training has been made compulsory for students of the intermediate class in arts and science colleges. Drill and physical training is also a compulsory item in the curriculum of the primary section of English-teaching schools. The department encourages similar training in the upper class also.

In Orissa, all the colleges have physical instructors on the staff.

In Delhi also, since the beginning of the quinquennium the importance of games and physical drill has received increased emphasis. The selection of teachers from the rural area is made in such a way as to bring in almost every centre. A large number of the teachers who underwent training have made a good beginning on returning to their schools. In the urban area, in which the Delhi Municipal Committee controls the bulk of the primary schools, a physical instructor, trained at Madras, has been appointed by the Committee. Of the physical training instructors working in secondary schools two have been trained on modern lines.

(ix) *Boy Scouts.*

37. There has been remarkable progress in the scouts movement. The number of scouts (including those in Indian States) has risen from 189,751 in 1932 to 349,084 in 1937.

TABLE CXXXV.

Boy Scouts, 1937.

Province.	No. of groups.	Total of all ranks.
Madras	700	21,044
Bombay	1,852	52,307
Bengal	670	18,738
United Provinces	2,415	64,442
Punjab	1,852	54,449
Bihar	282	10,082
Central Provinces and Berar	1,168	39,657
Assam	422	12,126
North-West Frontier Province	143	5,754
Orissa	51	2,601

Boy Scout, 1937—contd.

Province.	Number of groups.	Total of all ranks.
Delhi	73	2,035
Baluchistan	13	909
Bangalore	27	1,067
Rajputana	33	960
Central India	23	715
Western India States Agency	42	1,517
Eastern States Agency	145	7,662
Hyderabad British Administered Areas	51	1,228
Indian States	1,870	51,791
Total ..	11,443	349,084

N.B.—Figures for Burma and Sind are not available.

Most provincial Governments give annual grants to the Boy Scouts Associations to carry on the work of organizing the movement in their respective areas.

38. In the United Provinces, while the ordinary Boy Scouts Association is a branch of the all-India body, the Seva Samiti Boy Scouts Association is practically confined to that province. The strength of the Seva Samiti boy scouts including cubs and rovers was 85,398 in 1937. It is reported that the healthy spirit of rivalry between these two associations continued without proving prejudicial to the interests or efficiency of either.

39. The progress made in the scouts movement in India during 1932-37 is striking. The fact that the numbers have gone up so rapidly clearly shows that boys and their parents appreciate the value of outdoor recreation and games, the scope for the study of nature and the training in character which the movement affords to its member. The record of the social service rendered by the scouts is commendable. The work done by the Punjab boy scouts during the earthquake in Quetta and by the Bihar scouts during the earthquake in their province will find a place in the history of this country. The public also have now begun to appreciate their services and are learning to rely on their help.

(x) *Girl Guides.*

40. Great progress has also been made in the girl guides movement. In 1932, the total membership was 27,557 ; by the end of 1937 it reached 40,750.

TABLE CXXXVI.

Girl Guides, 1937.

Provinces and States.	Companies.	Flocks.	Ranger Coys.	Cadet Coys.	Exten. Coys.	Commissioners.	Secretaries.	Guiders.	Guides.	Bluebirds.	Rangers.	Cadets.	Exten. Guides.	Lone Guides.	Provincial Totals Personnel.
1. Assam ..	15	17	..	1	..	5	5	42	358	366	..	21	..	..	797
2. Baluchistan ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3. Bangalore ..	12	11	..	1	..	2	1	35	254	165	..	..	..	..	457
4. Bengal ..	83	80	5	1	1	21	10	238	1,691	1,555	85	32	13	..	3,645
5. Bihar ..	26	34	3	3	..	6	6	113	593	622	38	37	..	..	1,388
6. Bombay ..	182	255	10	7	..	43	29	649	2,904	3,956	172	173	..	..	7,926
7. Central India States ..	5	6	..	..	..	1	1	21	151	137	..	..	..	..	311
8. Central Provinces ..	46	37	10	2	..	9	6	162	884	728	172	40	..	..	2,001
9. Dhenkanal ..	2	5	..	..	..	2	1	3	30	96	..	..	10	..	142
10. Delhi ..	11	7	1	2	1	4	2	33	263	171	13	38	..	..	527
11. Eastern States ..	10	20	..	..	..	10	9	41	106	402	..	..	10	..	668
12. Hyderabad ..	45	62	7	2	..	11	11	266	766	767	85	37	..	..	1,823
13. Junagadh ..	5	7	..	..	..	1	1	19	68	130	..	..	..	..	229
14. Kashmir ..	1	2	..	..	..	1	1	5	27	40	..	..	..	..	74
15. Madras ..	157	165	26	14	4	46	18	529	2,865	2,616	440	225	51	..	6,781
16. Mysore ..	39	23	3	..	..	9	15	94	776	412	35	..	..	..	1,341
17. Orissa ..	10	7	..	1	1	4	3	32	223	135	..	30	40	..	487
18. Punjab ..	93	117	2	19	..	23	20	307	1,961	2,120	17	422	..	..	4,870
19. Rajputana ..	23	20	..	1	1	7	3	67	559	411	..	8	6	..	1,061
20. Sind ..	11	22	..	1	..	7	6	69	222	313	..	22	..	..	630
21. United Provinces ..	121	113	5	4	..	24	25	341	2,837	2,153	55	54	..	..	5,849
22. Western India ..	2	2	..	..	..	2	2	2	49	48	..	..	..	..	103
	899	982	72	58	8	238	175	2,990	17,593	17,373	1,112	1,139	130	..	40,750

The girl guides movement is spreading throughout all sections of the community. There are school and college companies, purdah companies, companies in leper colonies, in schools for blind and crippled children and in borstal institutions. The spirit of service and true citizenship among girls is fostered wherever the movement takes root.

Progress has also been made in training Indian guiders, one of the most important aspects of the movement. Almost equally important is the translation of guide literature and it is gratifying to note that practically all the necessary books are now obtainable in the more important languages of the country. Several new books have also been written and published in India to meet the special needs of Indian girls.

(xi) *Medical inspection of school children.*

41. The work of medical inspection of school children has been much handicapped on account of financial stringency.

As a measure of retrenchment, with effect from the beginning of the quinquennium, the Madras Government directed the discontinuance of grants from provincial funds towards the cost of medical inspection. Government have, however, been considering for some time past the question of introducing, as early as possible, an intensive system of medical inspection with provision for following-up work though satisfactory and practicable arrangements have yet to be framed.

In Bombay, on account of lack of funds, regular medical inspection involving the keeping of records of weight, height, chest measurements, etc. cannot be held either in every Government secondary school or in every aided school. A number of recognised schools, however, do conduct regular medical inspections of their pupils and maintain the necessary records. Medical inspection of students in colleges is conducted every year under the auspices of the University.

In Bengal, very little was done during the quinquennium in regard to any organized scheme of medical examination and supervision. Though the scheme drawn up for introducing such a system in Government high schools and high madrassahs outside Calcutta was administratively approved by Government, it was not possible for them to find the requisite funds.

The United Provinces have, however, established a carefully planned school health service. School health officers exist in all the big cities of the province and in smaller municipalities the municipal medical officer of health performs these functions. In rural areas, where the district health scheme is in operation, as it now is in 34 districts, the district medical officers of health act as school health officers. This scheme which was originally meant for pupils in anglo-vernacular schools only is now being, especially in towns,

extended to all school children. In five large cities school clinics have been established for the treatment of pupils, where free treatment is given. The scheme has been a success and it is proposed to extend the system of school clinics and to include provision for girls also.

In the Punjab also attention was given during the quinquennium to the medical inspection and treatment of school children. The Simla Municipal Committee has made comprehensive arrangements in this matter. Some high schools in the province have a well-organized system of medical inspection as well as a medical fund for the upkeep and equipment of the school dispensary. To this fund each boy above the primary standard contributes two annas per mensem. Dispensaries containing well-known non-poisonous medicines have been organized from the school Red Cross Fund in some rural secondary schools also.

In Burma, medical examination of the resident students of the university was introduced in the year 1934-35. But the number of schools in which medical inspection is provided has fallen from 176 to 17 on account of the withdrawal of Government grants for this purpose since 1931. Towards the end of the quinquennium, however, proposals were submitted to Government to revive the scheme for the medical inspection of school children.

In Bihar, the system of medical inspection of high schools remained the same as in the preceding quinquennium, a school medical officer and an assistant school medical officer being appointed to look after the high schools of each division. As regards the medical inspection of pupils of middle schools, Government issued necessary instructions to all district boards in 1935. Many of the boards have arranged for the medical inspection with the help of the staff already employed; certain boards have arranged for the medical inspection of the pupils in primary schools also.

In the Central Provinces, the Nagpur University appointed medical officers in 1934 to conduct the medical inspection of university students in all the affiliated colleges. In Government anglo-vernacular schools also a regular system of medical inspection of all boys is maintained. It is reported that private schools have also begun to follow this system, but most of these schools are handicapped by lack of funds.

In Assam, all Government high schools, except Shillong, were periodically inspected by medical officers, but it is reported that in many cases the inspection was perfunctory.

In the North-West Frontier Province, the scheme of medical inspection of school children remained confined to boys' schools located in certain municipal areas, though in 1933 it was extended to two more towns. School dispensaries have been established in some high schools.

In Sind, there is no arrangement for medical inspection in most schools.

In Orissa also, no provision existed for the medical inspection of school students in South Orissa till the 1st April 1936. The system in vogue in North Orissa was then extended to cover the whole province.

In Delhi, the work of medical inspectors of schools until the end of the year 1936 was confined to medical examination of school children twice a year. The treatment of defects was left largely to parents or school masters who happened to be provided with first aid boxes. In the urban areas, one woman sub-assistant surgeon and two men sub-assistant surgeons with a few part-time workers undertook the work of medical examination. In the rural area, the inspection is carried out by the sub-assistant surgeon in charge of rural dispensaries. In October 1936, a representation was made by the Health Department to the various local authorities pointing out that the existing system of school medical service served no useful purpose and that school clinics should be established and a larger staff employed. The New Delhi Municipal Committee and the Notified Area Committee have agreed to open clinics. In Delhi city the problem presents greater difficulties as there is a large number of small schools scattered all over the city.

42. In this connection, the following remarks made in the Bengal Report are apposite :—"An ideal arrangement would be to have a well paid and whole-time medical officer attached to each school, but this appears to be almost a utopian scheme. But groups of schools can profitably join together to engage a medical officer for examining the health of the school children. The university could do a great deal if they insisted on the employment of a full-time or a part-time medical officer being one of the conditions of recognition of high schools." ¹

43. In any scheme of medical inspection the co-operation of school authorities and parents is essential. Teachers should carefully watch the physical welfare of the pupils under their charge and parents should not neglect to take prompt action in the case of a child in whom physical defects have been pointed out. Although some improvement is noticeable, the response and co-operation of the parents are still far from what they should be.

(xii) *Junior Red Cross, and St. John's Ambulance Societies.*

44. Mention may be made here of the Junior Red Cross and St. John's Ambulance Societies, which are doing very useful work in this direction.

The former in particular is making rapid headway. A feature worthy of note is the fact that the movement has now spread to girls' schools as well as boys', and during the last five years the girls' membership has risen from 3,556 to 33,468.

¹ Bengal, page 163.

The following table gives the total membership of the Junior Red Cross in the various provinces in British India and Indian States at the end of 1937.

TABLE CXXXVII.
Membership of the Junior Red Cross, 1937.

Name of Branch.	Number of groups.	Number of Members.		
		Boys.	Girls.	Total.
Madras	344	13,216	4,609	17,825
Bombay	57	2,690	1,232	3,922
Bengal	160	7,720	387	8,107
United Provinces..	5,025	105,831	4,392	110,223
Punjab	5,304	252,713	12,822	265,535
Bihar	19	401	5	406
Central Provinces and Berar	524	14,514	2,764	17,278
Assam	82	2,568	832	3,400
North-West Frontier Province	6	208	..	208
Sind	192	5,048	1,133	6,181
Delhi	111	10,148	1,346	11,494
Rajputana	14	374	55	429
Central India	5	212	36	248
Western India States Agency	9	410	449	859
Mysore	57	2,329	694	3,023
Jodhpur	92	2,186	2,340	4,526
Baroda	47	2,356	301	2,657
Travancore	11	..	..	..
Kotah	46	1,678	71	1,749
Total	12,105	424,602	33,468	458,070

In 1932, there were 3,781 groups with a total membership of 192,516. In 1937, the number of groups went up to 12,105 with a total membership of 458,070. The movement has now penetrated into all the provinces in British India and several Indian States.

The chief aims of the movement in schools are as follows :—

“ The Indian Junior Red Cross is organized to inculcate the practice of health habits among school children and in others, to rouse the spirit of service and promote world friendliness. The school children look after their personal health by practising simple laws of health and making others do the same. Morning health parades, which include inspection of clothes, teeth and nails, are a routine procedure, and acleansing of those who are found dirty is a feature of the schools. Juniors maintain school hygiene by making themselves responsible for keeping class rooms, urinals, latrines and school compounds clean and tidy. They also keep a first aid cupboard under the supervision of a qualified First Aider and maintain a school vegetable garden.

It is an undisputed fact that the Junior Red Cross movement is now well established in most provinces and provides a valuable medium for practical health education in schools. There are signs that the continued emphasis on the practice of health rules is having a definite effect on the standard of cleanliness and hygiene while varied social service activities are educating the children in giving service to others.”

(xiii) *Educational broadcasting.*

45. Educational broadcasting has been very successful in the West. There is no reason why in time it should not be successful in India. The Broadcasting Department, which came into existence on the 1st of April 1935, has always kept the educational aspect of its activities in view. At the end of the quinquennium, the Department laid down a tentative policy of educational broadcasting and invited suggestions from a number of educationists in India. It is as yet too early to say how far this policy will meet the requirements of educational institutions. Its development will be discussed in the subsequent Review ; but the prospects seem to be bright.
